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EDITORIAL

LIBRARY-CENTRED TEACHING

The S.I.T.U. Council of Educational Research is conducting a seminar on Library-centred Teaching with a number of participants from all parts of the State. The field of knowledge has now become so extensive that it cannot be learnt entirely at the feet of the teacher and as such children should be taught to supplement what they learn in the classroom with materials in books, journals and magazines which are now available in large numbers. They should be given training in making a proper use of the library and adding to their store of knowledge. They should develop a liking for reading books and supplementing the materials they learn from their teacher. While in the library or in the classroom they should have the silent-reading ability which alone can contribute to an atmosphere favourable to study and at the same time they should be able to grasp quickly what they read so that what they acquire may be made available for future work. Teachers interested in this kind of activity, observe children when they read, note their defects and try to remedy them.

It has been found advisable to make children stand on their own legs by encouraging them to use the library books properly. A situation in the English or Tamil lesson may demand some background knowledge which will contribute to the appreciation of the situation and instead of supplying the background, the teacher may refer the children to some books in the library and the children, instead of slavishly listen-

ing to what the teacher mentions, may go through the pages, obtain first-hand information and read with greater zest because of the personal interest in the matter. While teaching the property of right-angled triangles, the pupils may be asked to read books on ancient geometry which contain accounts of rope-stretchers of the Nile Valley or learned men of Hindustan versed in *Sulva Sutras*. While teaching science, we can instruct pupils to go through books giving an account of the scientists and their discoveries and inventions. The task of the teacher is to divide the subject-matter into units and to recommend books which contain the subject-matter to supplement the matter learnt in the classroom. Of course the teacher has to instruct the children how to use the books so recommended — how to refer to the points and how to record their work.

The desire to read library books cannot be acquired all at once and a proper foundation should be laid in the earlier classes. We feel constrained to mention that, without giving the children a training in reading extra books, we keep as our goal the passing of the examination and unscrupulously encourage the children, either directly or indirectly, to resort to cramming notes as a short-cut to preparing for the examination just to serve a minimum for a bare pass. It is observed that the interests of children stop with the examination and that they do not attempt to acquire the treasure of knowledge which can be had in abundance in books. Teachers hence recommend that from VI Standard onwards a period per

week is provided in the time-table for library work and that some arrangement is made by which children are made to handle during the period some library books. This makes us think of the class-library as distinct from the general library of the school. It is the duty of the teacher to select such books as will interest the children and to present them to the children to read during the library period. The books so recommended should be nicely got up, printed in bold type, suitably illustrated, small in bulk and above all, in a simple and charming language within the comprehension of the children. Foreign publishers bring out such books on a variety of interesting topics and though children take delight in going through the books, attracted by the illustrations, printing and get-up, they find it difficult to comprehend the subject-matter because of the English language and also because of the absence of Indian realien. But publishers in the State have not so far brought out such books in Tamil and the few books that have been attempted are but poor imitations and do not serve the purpose well.

The next point to be considered is whether schools can think of having a class library for each section. Many secondary schools and almost all elementary schools have no suitable collection of books for the general library and it is obligatory on the educational department to provide all schools with enough funds to build up a general library and to provide also enough books for reading in the classes during the library period. For a class of 40 or 45 children, 20 interesting books may be chosen and 5 or 10 copies of each purchased. At the commencement of the programme for the year, the teacher may speak to the children about the contents of the books and in the course of the year he may call upon the children to speak among themselves about the books.

Books may be read also in the school library and may be taken home for reading. To create a desire for borrowing books and reading them, some of the books may be prominently displayed in glass shelves to attract the atten-

tion of the children and some bulletins displayed on the notice board suggesting some important books for reading. In the moral instruction classes and during days of celebrity we speak of heroes and heroic deeds and in the course of our talk we may refer to books containing accounts of heroes and deeds of heroism and encourage the forward children to write accounts of heroes and even dramatise such topics which can be enacted during the citizenship classes. It has to be remembered that the activities of the children do not cease with reading library books; they must be encouraged to give expression to what they have acquired, to attempt to write stories or narratives or take up activities like dreaming, paper-folding and puzzles.

The proceedings of the seminar and the opinions of the participants which will be made available to teachers, will, we are sure, will be a great boon to the teachers and the taught.

THE LATE J. D. MUTHIAH

We regret to record here the untimely demise of Sri J. D. Muthiah, Headmaster, The Kellet High School, Triplicane. One of the few sincere and conscientious teachers, he devoted himself to his duties so well that he earned the love and admiration of his colleagues and pupils. He was connected with teachers' organisations in various capacities and willingly came forward to serve the cause of the teachers. He was a devoted member of the Madras Teachers' Guild and during the last few months the President of the Madras Teachers' Guild Co-operative Society. He was very kind to all, genial by nature, yet strict and fair in his dealings with others. The teaching world has lost a good teacher. May his life be an inspiration to many a teacher! May his soul rest in peace!

NATIONAL DISCIPLINE SCHEME

By C. P. KHANNA

The National Discipline Scheme is no longer just a brave conception. Its philosophy has come to stay. It has taken good roots in our educational system. During the short period of eight years that it has been in existence, the scheme has made steady progress. It had received the unstinted acclaim and appreciation from the planners and educationists. It continues to make headway in the Third Five Year Plan and into the Fourth Plan, under the charge of Union Ministry of Education.

The National Emergency which came in the wake of the massive Chinese invasion across our northern border in the winter of 1962, added an element of urgency to the importance of the scheme, which has already been well recognised. Although, alas, at a crucial hour of its history, the cruel hand of death removed its archdesigner, Shri J. K. Bhonsle, in the early summer of 1963, it had the good fortune to get the services of a veteran soldier to take the controls and pilot it to greater successes. Major General Anant Singh Pathania, M.V.C., M.C. who took over as the Director General of the scheme on 1st August, 1963, is a great successor of a great predecessor. In addition, he brings to his new national assignment the concentrated wisdom of his vast military experience and a tradition of success in the field.

During the national emergency, the National Discipline Scheme has been transformed into an integrated scheme of National Discipline and Physical Education bringing together within its scope the advantages of conventional physical education schemes and the noble conceptions of the National Discipline Scheme.

The broad aspects of the integrated scheme are :—

(1) Objects :

- (a) to make the youth physically strong and resilient for the defence of the country by developing in them physical efficiency, toughness, endurance, courage, discipline and patriotic fervour ;
- (b) to develop among the students a sense of appreciation for the democratic values of life and love for their country, its past history and future destiny.

(2) Programme : The programme of the scheme includes the best of all the essentials of the various schemes in force for school children with due regard to the national requirements during the emergency. It consists of —

- (i) Exercise Tables.
- (ii) Drill and Marching.
- (iii) Lezium.
- (iv) Track and Field Events.
- (v) Games and Relays.
- (vi) Gymnastics for boys/Folk dances for girls.
- (vii) Simple Combats, Wrestling, Jodo, Jambia.
- (viii) Hiking and Cross-country.
- (ix) Instruction and Practice in Tests.
- (x) Field Craft (for boys)/Home Nursing (for girls).
- (xi) General Information, Practical Projects and Community Singing.

SCHOOL CURRICULUM

Each school has to provide five periods per class per week for all classes including the highest class for implementing the programmes. The scheme has to cover all students in the age-group of 9 to 16 numbering about 1.02 crores. A teacher in full-time in-charge of the programme in school is

expected to handle a minimum of 250 and upto a maximum of 400 children.

The training programme has been drawn up by experts and is a synthesis of whatever is the best and practicable in Physical Education, A.C.C., National Discipline Scheme etc. In selecting the activities, care has been taken to include those which can be carried out by a majority of the schools with whatever facilities are available with them. The programme does not unnecessarily emphasise the Western Aspects of Physical Education but attempts to include our traditional activities.

The Government of India has carefully planned for the training of teachers to handle the scheme in schools. The two institutes, situated at Sariska near Alwar in Rajasthan and Barwaha near Indore in Madhya Pradesh offer a six months vigorous training schedule to a batch of about 600 instructor-trainees. The selection of the trainees is done on an all India basis through the Regional Employment Exchanges. A matriculate satisfying the prescribed medical standards and preferably in the age-group of 18 to 25 is eligible for this training. During the period of training, a trainee receives a stipend of Rs. 85 per mensem. After successful completion of the training course, they are accredited to various schools as National Discipline Scheme Instructors. Roughly 5,000 instructors have been so far trained and through them nearly 15 lakhs school children in about 2,300 schools are receiving training.

PHYSICAL EDUCATION TEACHERS

The services of qualified and trained physical education teachers, serving in schools, are also being geared into this gigantic nation-building programme, a network of training centres having been planned for their re-orientation in the integrated scheme. At present these centres are located at Panchkula (Punjab), Indore (Madhya Pradesh), Amravati (Maharashtra) and Mahabaleshwar

(Maharashtra). The last one is exclusively for ladies. The two training centres at Meerut (Uttar Pradesh) and Jubbal (Himachal Pradesh) had to be closed down after one or two batches were turned out. The teachers are deputed to these centres for the three months' intensive training course for which they are paid travelling allowance and a stipend of Rs. 60 per mensem each in addition to the usual pay and allowances that they get from their schools. On successful completion of training, they are employed whole time in implementing the scheme syllabus on return to their schools.

Steps are also being taken to give a short-term training to National Discipline Scheme Instructors at selected physical education colleges in such aspects of the physical education activities, which are included in the integrated scheme but not covered under the training course, which they had earlier undergone.

The Government of India have allotted a total sum of Rs. 6 crores during the Third Five Year Plan.

The scheme is in operation in all States of the country including Union Territories, except Madras, who have not conveyed their final acceptance of the programme.

The most significant feature of the scheme and indeed its appeal and strength lies in the unique absence of compulsion in its varied activities. It is non-political in character. It is a "harmonious blend of beauty and discipline" and carefully avoids regimentation of any kind. It is democratic in its outlook and approach and socialistic in its ideals. It teaches self-discipline and self-knowledge and by infusing self-confidence and courage equip the youth better for social and national service both in times of peace and war. In short, it awakens the youth from the slumberous unconcern and leads them to the large vistas of participation in national reconstruction programme.

SOME REFLECTIONS ON TECHNICAL EDUCATION

By T. S. VENKATESWARAN, B.A., Cert. Textile Tech.,
(Senior Textile Instructor, St. Francis Xavier's High School, Tuticorin.)

PART III

Apprenticeship : After passing out of the polytechnics, the young diploma holders find it very difficult to get into factories, to complete their period of apprenticeship. Since the past one year this problem is solved to some extent thanks to the launching of the several gigantic projects in the various parts of India. Despite this there are many problems still unsolved. Employers generally prefer ordinary technicians to a diploma holder ; they have a wrong faith that the latter are not suitable, lacking in practical work but well up in theory. That is why all industrially advanced countries attach more importance and also more marks for the practical workshop practice than to the theoretical side. In other words, they make the theory and practical go hand in hand. Many technicians are sent by the Government of India to foreign countries for specialisation in the various branches of engineering.

The Integral Coach Factory, the Central Government undertaking, (Madras) has left no stones unturned in achieving its long-felt need — the manufacture of "foreign type coaches", on a large scale. A visit to this factory will satisfy both the ordinary visitor as well as an engineer that the skill and dexterity of the several technicians owes much to the excellent workshop practice (imparted under careful supervision of foreign engineers). Of all the processes, the specialised and scientific system of welding is worth praising and this stands in comparison with the

workshops of the United Kingdom or America.

Textile Mills : At the end of the Third Five Year Plan, many spinning or composite mills have sprung up under the co-operative and private enterprises. But those who seek a footing on the technical side experience lot of hardships. Why ? (a) Language, (b) lack of practical knowledge and (c) the general 'flu' of influence and recommendation. This is not the case in the industrially advanced Japan. In the final year of every student — the educational authorities themselves furnish a list to the 'Employment Bureau', who provide job to each and every student of all trades before his results are published. But in India we experience still lot of discrimination as Madrasi, Marathi, Bengali and so on. There are many licentiates in textile manufacture still suffering from these drawbacks and driven to the carding department !

Of late there is some response from the Mill Owners' Associations of Coimbatore, Bombay, Delhi, W. Bengal etc., who have laid down certain rules for providing jobs for young L.T.M. and L.T.C. diploma holders and fixing their remuneration also. A wrong notion — "L.T.M. course is for a millowner's son" — was prevailing all these days ; but this too has gradually vanished in the light of present day conditions. Secondly, "SITRA" AITRA are also doing their best to overcome the various difficulties of the textile technicians ; but they still need specialised practical study during their polytechnic career.

(To be continued.)

Mr. CHAGLA ON EDUCATION

M. S. V. CHARI, *Tindivanam*

Mr. Chagla laid his finger on the right spot when he said that in India the real trouble is that a man with special qualifications, does not get the job he is suited to perform*. That is the real tragedy in India. Illustrations are needless. Thus, you will find a number of First Class Science and Mathematics graduates and Post graduates, employed, not, as they ought to be in Universities and educational institutions, but in the Central and State services where they are content to drive their quills from 10 a.m. to 5 p.m. Again, in Banks and Commercial houses, you can almost count the Commercial graduates on your fingers' ends and their places usurped by degree holders in the arts and the sciences. This is doubtless due (i) to the callousness and indifference not unmixed with selfishness on the part of our appointing authorities in India, both official and non-official, which ignore the real interests of the country and the needless waste of talents and frustration, not to speak of the colossal loss of intellectual wealth to the country by its deployment from where they ought to do a lot of good to the country; and (ii) to the poor emoluments that are offered to teachers and professors in the country, out of all proportion to their academical attainments. This latter factor alone has contributed not a little to the poor quality of education imparted in our educational institutions at the Secondary and University levels. If we are desirous of raising the standards of education in the country, we must be prepared to pay better pay for better brains. Fortunately for the country, there is no dearth of talents; the only problem is to tempt them into the educational fold by paying them atleast reasonable pay

commensurate with their academical achievements.

As regards experiments in the educational field. Mr. Chagla is shrewd enough to distinguish between truly educational experiments and political experiments masquerading as educational ones, recognising thereby that genuine educational experiments are the very salt of educational progress.

Speaking in Calcutta, Mr. Chagla opined that Higher Secondary Education had need to be put again into the melting pot and an attempt made to ensure 'a broad agreement on the nature and quality (I would fain add 'duration' as well) of secondary education.

But on one point Mr. Chagla seems to have a closed mind. He said he was against sending students at "too early an age" to the Universities. I should however like humbly to draw his attention to the latest trends in educational opinions in the West and warn him of making a fetish of the chronological age, if the aspirant is otherwise intellectually fit to partake of University education. It would be positively harmful, both to the state and individual, to hold back a young and promising intellectual from entering the University and compel him to vegetate, idle away the precious time of his youth and allow his talents to rust by disuse or even under-use.

Mr. Chagla is however practical when he pleads that the languages must be begun to be taught at an early stage, if students are to attain proficiency in them. It is a pity that in Madras State the second language, Hindi is begun to be taught only from the Ninth class and not from the Sixth. This is an instance of politics tying up the hands of the state and preventing it from giving the second language a better deal. It will require all the wisdom and

* Vide his interview with the representative of the *Sunday Standard* dated 11-1-64.

tact of Mr. Chagla to clear steer of politics in the field of language education in Schools and Colleges.

Mr. Chagla has given a very valuable suggestion with reference to another controversial topic in sec. education. He has expressed his opinion that if secondary education is to be a preparation for University education, it ought to be of 15 years duration. This is a very sensible and practical suggestion though it is a very bold one and radical too in the sense that it has pricked the bubble of the sanctity that seems to be attached to a 12-year sec. education. His suggestion is however not new. For Dr. Deshmukh, had, on previous occasions said that the duration of sec. education in India is too short to achieve international standards at that level.

Mr. Chagla's suggestion seems almost an answer to Prof. Kothari's exhortation at Jubbalpore in the course of his Convocation Address, that Indian Universities should aim at "the highest international standards", specially at the Post-graduate level and research. I wish Prof. Kothari had laid an equal emphasis on the need for aiming and achieving international standards even at the secondary and Graduate level. For it would be obviously difficult to aim at international standards only at the Post graduate and research level for the first time, much less, achieve it. Mr. Chagla's suggestion would go a long way to achieve international levels at all levels.

Or, the Universities may set up their own standards, in conformity with international ones, and hold entrance examinations and they need not accept eligibility in S.S.L.C. examination as an automatic passport to University education. This would help raise

S.S.L.C Standards, as nothing else will. Much of the deterioration in University Standards is due to the fact that Universities in India have voluntarily lowered their standards to suit the low standards of secondary education. This is a voluntary abdication of the Universities' powers to set up their own standards.

For my part, even for preparation for life, a 15-year sec. education would do much good to our children. But the question of educational finance would be very considerable though I would humbly suggest that this goal may be attained through a phased three-year programme. But to make the 15-year academical sec. education acceptable to the people, Mr. Chagla must persuade the Government to raise the maximum age of recruitment to Govt. service from 25 to 30 in the case of those who are degree-holders. Otherwise, it will debar degree holders from entering Govt. service, a thing which parents in this country with all their glamour for Govt. service cannot contemplate with equanimity.

Mr. Chagla's loud thinking on many of the controversial problems of education gives us hope that education will have a better deal at his hands. He knows that he has to achieve the most difficult job of divorcing education from politics. I would however commend to his consideration the suggestion of D. V. Gundappa, the veteran leader and editor of "Foreign Affairs" (Bangalore) that Mr. Chagla should lose no time in calling for a consultative committee consisting of a fair number of *non-official* educationists all over the country and at all levels of education and try to hammer out solutions for many of our educational problems. This is very essential if Mr. Chagla is to succeed in his task.

TEAMWORK IN TEACHING

ROB MANSFIELD

Co-ordination is the key word in the present field of economic aid. Multilateral aid—the controlling of aid by international organisations—is the ideal for the future. But in the world of the realistic present the fact must be faced that about 90 per cent of aid is bilateral, from one nation directly to another.

The urgent need is to avoid overlapping and wasteful duplication, so that aid—and particularly technical assistance—can achieve the maximum for the developing countries.

The Anglo-American Teachers for East Africa Scheme is a striking example of the gain to be obtained from co-ordination.

THE BROAD PICTURE

Before we look at the scheme in detail, let us look at the broad picture of education in Africa. Three years ago, when the United Nations Development Decade was launched, the United Nations Secretary-General, U Thant, reported that only 40 per cent. of African children were attending primary schools, 3 per cent were in secondary schools and 0.2 per cent. in universities.

Anyone who has been in Africa in recent years knows what efforts are being made by the people themselves, under their leaders, to produce a wholly-educated citizenry.

But it remains true that educational assistance from outside is needed throughout Africa. And it is just as true that coherence is needed in such an effort, particularly when it comes to the provision of teachers.

What has become apparent in recent years is that the impact on Africa of different educational methods from outside, and the launching of unrelated

efforts by different countries, was likely to create some confusion.

It is precisely this which makes the Anglo-American Teachers for East Africa Scheme so worth-while. Now in its fourth year, the Scheme is proving increasingly successful as more experience is gathered. Launched to meet the increasing need for more secondary school teachers—the type of teacher most urgently needed—it has been conducted in a spirit of cordial co-operation by both the donor countries. Teachers have been sent where they are needed most; they are thoroughly "briefed" beforehand to fit into the lives of the people in whose midst they are going to live and work.

UNIVERSITY HELP

During the 1963/64 period (Wave III) Britain and the U.S.A. each provided 101 teachers for service in the three Commonwealth East African countries of Kenya, Uganda and Tanganyika. In Wave IV the total number of teachers required from both countries, is 387.

The British contingent has been recruited by the Department of Technical Co-operation, helped by the universities. All are graduates, but they fall into three categories. Thirty-one newly trained teachers flew out from Britain at the end of August 1963 to take up appointments almost immediately. At the beginning of September 44 graduates left by ship.

These are at present having a year's training in teaching at Makerere College in Uganda, which is part of the new University of East Africa. They will then teach for at least two years in local schools.

The third group of 23 are experienced graduate teachers, and these have been recruited by the Department of Technical Co-operation. Twelve of

these left for East Africa in September 1963 and the rest follow in January and April, 1964. All contracts, which are for two years, are made with the governments concerned, and the British Government contributes towards costs.

The teachers who have already gone to Africa are an interesting cross-section from universities or school staffs all over Britain. Their enthusiasm and sense of vocation is an inspiration in itself.

CLOSE CONSULTATION

The American contingent has been chosen with the same care and is carefully prepared for the new environment. Naturally there has been close consultation not only between the British and American authorities, but between them and the three East African countries.

Britain sends many teachers abroad, the majority of them to the Commonwealth, through a variety of schemes.

This voluntary move reflects the spirit of service to the Commonwealth, taking the place of a career in the old empire, to which Mr. Reginald Maudling, the Chancellor of the Exchequer, has referred. The Department of Technical Co-operation itself devotes a great deal of attention to this field and its present recruitment rate is running at about 450 a year.

This East African Anglo-American scheme is, in a very real sense, symbolic of the Department's whole approach to its work. The Department, in all its activities, takes the international view. It was, in fact, established to take over all Britain's varied contributions in the field of technical co-operation. And from this rationalisation of the national effort has sprung, quite naturally, a strengthening of the policy of collaboration with other countries, whether donors or recipients.

(Feature : 5206/4)

TEXTBOOKS FOR 1964 - 65

PUDUMURAI VIJNANAM

Std VI Re 1.75

New Std IX Rs 2.50

New Std XI Rs 3.25

Std VI Rs 2.25

New Std IX Rs 2.50

New Std. XI (General) Rs 2.60

Std VI Rs 2.00

Std VI Re 1.75

Std IX 75 nP

NAVINA GANITA SARAM

Std VI 65 nP

Std VI 50 nP

Std VI 65 nP

Std VI 50 nP

SAMUDHAYA VALARCHI NOOL

ELEMENTARY SCIENCE (English)

ROBINSON CRUSOE

THE SHEPHERD'S TREASURE

AND OTHER STORIES

TALES FROM INDIA AND ABROAD

EASTERN FEASTS & FESTIVALS

Book I

Std VI 65 nP

O X F O R D U N I V E R S I T Y P R E S S

MEETING THE CHALLENGE OF CHANGE

The seven-day Silver Jubilee Conference of the Indian Adult Education Association, which ended in Delhi recently, highlighted several aspects of the problem of securing mass involvement in the process of change that is now taking place in India. Several well-known national leaders and eminent men participated in the conference and helped it to come to grips with what adult education ought to do to help people understand the meaning of these changes and equip them to meet their demands.

Vice-President, Dr. Zakir Husain, who has been intimately connected with the Indian Adult Education Association for the last many years, traced the changing character of adult education in his presidential address. He pointed out that, historically speaking, adult education had always been a part of the nation's culture existence and had made possible a wide diffusion of cultural and moral values. This process gave a distinct unity to the diversity that characterised India's cultural pattern. Today, however, adult education had to be a conscious process if the implication of the changes that was taking place were to be disseminated on a mass scale. Also another important difference marking adult education from its traditional purpose was that adult education had now to explore the possibility of making educative forces self-propelling. Literacy in this context acquired a new importance.

Dr. Zakir Husain was frank and forthright in his appraisal of what we had been able to achieve since the nation accepted social education as a part of the services the State had to provide to the community. He regretted that social education had not shown any satisfactory success and to put in proper perspective the magnitude of the task lies ahead. The Vice-President pointed out that by 1966 India's illiterate population in the age-group 15-45 would have reached the 200 million

mark. As against this our effort to make people literate was pitifully slow. In the decade 1949-59 less than 5½ million persons had been made literate. To make up for the slow progress, the Vice-President suggested that it would be necessary to make at least 50 million persons literate in the Fourth Plan, 75 million in the 5th and the rest in the 6th.

Dr. Zakir Husain emphasized that literacy was not an end in itself nor was social education solely to confine itself to this aspect of adult education. He pointed out that it was necessary to instil among our people the conviction that they were citizens of a free country, which was on the march to the threshold of a new era. This new era was of our own free choice and deliberate action. It was, therefore, obvious that unless the broad mass of our people changed their outlook from the traditional to the rational and imbibed the ethos of scientific techniques, such planned change would be difficult. Moreover, it was necessary for them to acquire a consciousness that they were the architects of this change and rid themselves of fatalistic inertia.

Another conviction which Dr. Zakir Husain emphasized needed to be developed among people, was an awareness of the implications of the population expansion that was taking place. He pointed out that while in the 30 years before 1951, population had increased only by 12 million, in the 30 years after that year it had increased by as much as 109 millions. This accelerated growth of population would leave India with 555 millions in 1971 and 719 in 1981. The only way to check this phenomenal population growth was to instil among individuals a conviction that human dignity was supreme and as such demanded consideration. As distinct from the nature mere animal, planning family was inherent nature of man and he should build up a family as a complex of spiritual bonds. The Vice Pre-

sident thus called on adult education workers to awaken among people a consciousness of this inherent dignity of human being which would not tolerate children die like flies for want of food or care or to grow into sub-human social liabilities for want of good breeding.

The third conviction which Dr. Zakir Husain wanted adult education workers to cultivate among people was consciousness of the great past which they had inherited and of the moral foundations of the Indian State. Our State was not a mere embodiment of technical competence and unlicensed power but an institution built on moral foundations. It sought to combine power with morality, techniques with ethics, progress with social justice. It was to these objectives that our people should be committed, Dr. Zakir Husain said.

Several speakers spelled out in details the broad approach to adult education that the Vice-President had sketched in his Presidential address.

Shri Asoka Mehta, Deputy Chairman of the Planning Commission who presided over a symposium on national integration warned that unless the nation moved fast enough, we would not succeed in meeting the problems resulting out of social and economic disorganisation in the country. Calling for an intensive effort to create a climate of endeavour in the country, Shri Mehta said that the creation of a will to achieve economic development was the one thing that was not limited by factors beyond human control.

Shri Mehta said that educationists, particularly those engaged in the work of social and adult education could greatly help in accelerating the pace of development and in hastening the process of social change necessary for it. Emphasizing the importance of social education, Mr. Mehta cited the instance of the four eastern districts of U.P. which were phenomenally poor and backward with a per capita income of about Rs. 150 a year which was half that of India as a whole. The faster rate of development of such areas,

Mr. Mehta said, depended as much as on the input of material resources as on leadership available to create a social climate capable of absorbing those inputs.

Referring to the problem of national integration, Mr. Mehta said that this question should be thought of in the context of social goals which we could successfully evolve in the nation as such. Mr. Mehta referred to his experience as Chairman of the Committee on National Integration and said that the Committee had discovered that the problem was not really as insoluble as it appeared at first sight. In fact people rallied round to the nation the moment awareness developed of a problem facing the nation.

Mr. Asoka Mehta pointed out the other factor that acts as a bond between different states was the logic inherent in economic development. Thus he pointed out that irrigation problems were now being thought of in terms of river valley projects encompassing regions as a whole. Similarly the development of electrical energy we were increasingly thinking in terms of regional grids, is leading to a national grid.

Dr. V. K. R. V. Rao, Member of Planning Commission, brought to bear his expertise as an economist on the challenge before adult education in bringing about economic and social development. Speaking with an impassioned fervour, Dr. Rao established the correlation between economic growth and investment on literacy and pledged his full support to find for adult education the maximum allocation of funds.

Universities in India are increasingly beginning to realise the contribution they can make in adult education. Dr. Deshmukh analysed how this new role that was emerging for the Universities could become an effective endeavour in adult education.

The University Grants Commission, Dr. Deshmukh said, had allotted a very small amount of money to Universities to undertake programmes and several universities had made beginnings in these directions. More money would be

necessary for universities to undertake any large scale adult education programmes which would make an effective impact of the community as such.

Dr. Deshmukh referred in this connection to adult education work done in Western countries and said that in U.K. and U.S.A. universities extension work of University was fairly widespread although it covered only a fraction of adult population.

The problem of increasing our agricultural production continues to loom large over the country inspite of intensive efforts since independence. The Council of Agricultural Research has extended its services over the whole country but the utilisation of those services is hampered because of several institutional bottlenecks. How can social education help to remove these bottlenecks?

This was the question Shri S. K. Dey, Minister for Co-operation and Community Development sought to answer in his speech. Shri Dey, with characteristic candour squarely, admitted that the hopes that social education was incorporated in the CD programmes had been belied and had not made a dent in removing the crusts of historical dust that had accumulated over social institutions.

Speaking on the functioning of the Panchayat Raj, Mr. Dey said that efficient functioning of Panchayat Raj institutions was impaired by the factional conflicts in different states. In those states where such factionalism was kept under check, a young leadership emerged in Panchayat elections. He specifically cited the instance of Maharashtra, Gujarat, Tamil Nad and Andhra Pradesh where the leadership in Panchayat institutions was vibrant with the urge to render these institutions useful to the community.

These stimulating lectures supplemented by the mature observations of Srimati Durgabai Deshmukh, Pandit H. N. Kunzru and Shri P. N. Kripal who presided over the various meetings let the right temper for the conference to adopt with acclaim Silver Jubilee Declaration, moved by Shri R. M. Chetsingh a veteran of the adult education movement which called for intensified effort to provide the community with facilities for continual education. "Life long learning" the Declaration said, "has become the condition of survival in our age. The integral place of adult education in the life of a people, therefore, looks no argument any more. The school, the college, the Public Library and organised opportunities for various types of adult learning ranging from literacy to continued education must be recaptured as essential components of the provision for education in the life of the people".

Warning that propaganda and preaching were no substitute for the learning process, the Declaration called for opportunities to the people to participate in the exacting exercise of learning. Such opportunities, the Declaration said, could be provided by voluntary organizations like the Indian Adult Education Association.

A most appropriate *finale* to the Conference was the inspiring valedictory address of Dr. S. R. Ranganathan, the world renowned authority on Library Science and a former Vice President of the Association who said that while, during these 25 years the Association's main emphasis had been on influencing the Central Government, it should now turn its focus on harnessing the leaders who were locally influential and seek their support in adult education work. Dr. Ranganathan said that adult education, to be effective, henceforth would have to draw into its field sages and seers who were capable of intimately communicating with the people.

INDIAN ADULT EDUCATION ASSOCIATION

Resolutions Passed at the Silver Jubilee Conference

1. This conference notes with satisfaction that the Government has recognised that in order to build up a democratic state on a socialistic pattern of society, to develop a right mental outlook to infuse a sense of self-help, good neighbourliness and to understand and discharge the responsibilities of a good citizen, the removal of untouchability, illiteracy and other social evils, for promoting communal harmony and national integration is essential. Social education should play a decisive role in the life of individuals, families, groups, and the communities.

This conference is of the opinion that the social education movement has not been given its proper place in the national plans, which has resulted in our failure to keep to the national targets. This has also resulted in the field workers not being given proper service conditions under which they have to discharge their manifold duties.

Therefore this conference recommends, that the movement of social education be given its proper place in the national as well as state plans and in order to make this movement a great success, the service conditions of the worker in the field should be improved and made more secure.

This conference also recommends that a scheme of giving national awards to the field workers be instituted on the lines of national awards for the teachers.

2. The conference places on record the cooperation made available to the Association by several workers and institutions which helped to make the conference a success. The conference would like to express its thanks particularly to Shri Nuruddin Ahmed, Mayor of Delhi who kindly agreed to be Chairman of the Reception Committee and Shri B. D. Bhatt, Director of Education, Delhi, the Vice-Chairman and the other members of the Recep-

tion Committee and Shri Neki Ram Gupta, General Secretary of the Reception Committee and his colleagues Shri B. N. Chaturvedi, Shri D. R. Kalia, Shri V. B. Mahajan, Shri Kedar Nath, Shri Barkat Ali 'Firaq' and Shri A. S. Saxena who took over different responsibilities for the hospitality of the delegates.

The conference thanks the Governments of Nagaland and Gujarat for their financial assistance, to the Delhi Administration, Delhi Corporation and the Bharat Scouts and Guides for their assistance for the conference.

The conference also thanks the Asia Foundation for assistance which enabled us to have Dr. Wilmer Bell in our midst.

The conference expresses its deep sense of gratitude to the Vice-President, Dr. Zakir Husain who, inspite of his pre-occupations, so graciously inaugurated the Conference. The Association also places on record its thanks to Shri Asoka Mehta, Vice-Chairman, Planning Commission who presided over the Panel discussions, Prof. A. R. Wadia, M. P. who participated in it, Dr. V. K. R. V. Rao, Member, Planning Commission, Shri S. K. Dey, Minister for Co-operation and Community Development, Dr. C. D. Deshmukh, Vice-Chancellor of the Delhi University, who spoke on various subjects at the Conference and Pandit H. N. Kunzru, Shri P. N. Kirpal and Smt. Durgabai Deshmukh who presided over the meetings.

The Conference also thanks the Chief Commissioner Shri Dharam Vir who kindly inaugurated in National Seminar and gave an At Home to the delegates.

The Conference sends its grateful thanks to UNESCO, IFWEA, WCOTP and the agencies for the message of greetings and expresses its gratitude to fraternal delegates and their organisations for taking part in our Conference.

3. The Conference regrets to record its deep sense of sorrow at the sad demise of Raj Kumari Amrit Kaur who was one of the founders of the Association and one of the members of the provisional Committee set up to establish the Association. In the passing away of Raj Kumari Amrit Kaur, the Association has lost a warm friend and the country a devoted Social Worker.

The Conference regrets to record its deep sense of sorrow at the sad demise of Shri K. T. Mantri—veteran adult educationist of Bombay. Shri Mantri's contribution to the development of Social Education to Bombay City is well known. Shri Mantri was also member of the Executive Committee of the Association.

THE S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH

Conditions for Quality Education

Under the joint auspices of the S.I.T.U. Council of Educational Research and the Madras Educational Forum a meeting was held at 5 p.m. on Saturday the 11th April 1964 at the office of the South India Teachers' Union to discuss conditions for quality education.

Sri K. Balasubramania Iyer, M.L.C. presided. Sri S. Natarajan welcomed the gathering and introduced the themes for discussion.

Sri V. Arunajatai spoke on 'Teacher's attitude and quality education'. He stressed the need for recruiting first rate men and women to the profession by making the scales of pay and service conditions sufficiently attractive.

The factors that constituted quality education from the point of view of the teaching personnel, according to him, were (i) sound and increasing scholarship, (ii) a sense of vocation, (iii) thorough knowledge of technical know-how and (iv) dynamic personality. He pointed out that internal assessment by means of diagnostic tests and remedial measures would ensure quality education. He pleaded for the elimination of short cuts such as giving questions and answers.

Sri A. K. Sitaraman, President of the S.I.T.U. Union, speaking on the teacher's role said that the multiple role of the second parent, the educator, and

the disciplinarian of modern times, is not as effective as it should be, chiefly because the teacher is too much burdened with clerical work and other out-of classroom activities. Such work considerably reduce the teacher's time for self-improvement and individual attention to pupils.

Mrs. Saraswathi Srinivasan speaking on co-curricular activities pleaded for a careful integration of these activities not only with the class-room work but also with the discovery and promotion of native talents of pupils for literary, dramatic and sports activities.

In the end there was a lively discussion on internal assessment and external examination. The merits of the Secondary School Leaving Certificate as originally introduced in 1911 providing for a cumulative record of the internal assessment both in the examination and non-examination aspects of school education was stressed.

The Forum was of the opinion that the usefulness of the Secondary School Leaving Certificate would be greatly enhanced if school authorities would make proper entries in the non-examination areas. It was recognised that internal assessment as a means of measuring pupil's understanding and learning and of diagnosing of difficulties would be of great value in improving the quality of education, such assess-

ment being used for adopting remedial measures wherever necessary. The discussion will be continued on the 18th of April when the role of the Governing Body, of the Parents, and of Teacher-Education institutions as also the material resources necessary for quality education will be considered.

CONCLUDING SESSION

The Madras Educational Forum met at 5-30 p.m. on Saturday the 18th April 1964 at the office of the South India Teachers' Union for the concluding session of the discussion on "Conditions for Quality Education." Prof. R. Krishnamurthi presided.

Prof. R. Ramanujachariar of the Annamalai University said that certain changes are being introduced in the programme of Teacher Education for secondary schools whereby emphasis is given to practise teaching under experienced classroom teachers and to the preparation and use of audio-visual aids, new techniques in evaluation as also to citizenship training. These latter have specific purpose of enabling the teacher to meet the needs of the social changes that are taking place. He, however, was of the opinion that the period of Teacher Education, being of one academic year does not provide sufficient depth and understanding of the theory and practice of education or an integration between theory and practice. He was also of the opinion that as teaching has not gained a social esteem the quality of entrants to Teachers' Colleges leaves much to be desired. Improvement in the status of teachers and extension of the duration of the course of training may to some extent remove the obstacles.

In the discussions that followed, it was pointed out that block teaching practice under senior teachers has not secured enthusiastic co-operation from the schools and the teachers. A plea was made that some recognition in the form of honorarium and status would bring about better co-operation.

Sri V. A. Ramachandra Iyer referred to the role of the Managing Committees

of Government aided institutions and said that they served a threefold purpose, (1) Careful management of the funds of the school, (2) proper staffing of the institution and effective supervision of the work to ensure quality and (3) contentment of the teaching staff through various amenities and proper service conditions. He also said that managing committees served as good liaison between parents and the school as also between government authorities and the school. This liaison while ensuring that the work of the school is in conformity with the state policy and programme, takes note of the needs of the children. He was, however, doubtful of the consequences of the free secondary education scheme and full-grant assistance by the Government. He feared that in the new situation the managing committees might not be able to discharge their function effectively.

Sri G. Srinivasachari said that in the context of free secondary education there is a great need for parent-teacher associations. Both teachers and parents have to be educated on their separate and joint responsibilities. An enlightened parent-teacher association would be of great help to the managing committee.

In the discussion that followed some expressed the view that parent-teacher associations should be organised for all institutions including those under Government and quasi-Government Managements. Others doubted the usefulness of a parent-teacher association as it was feared that it might interfere with the administration of the school. However, the view was strongly expressed that parental co-operation should be secured in order to ensure quality education.

Sri M. P. Rajagopal spoke of the material resources essential for a school and said that these are very important as a large number of our pupils would more readily comprehend and understand if taught through concretisation of abstract ideas and audio-visual aids.

G. SRINIVASACHARI,
Co-ordinator.

NEWS AND NOTES

NEW PREMISES IN MADRAS FOR BRITISH COUNCIL

The British Council's Library and Regional Office for South India in Madras has moved to new premises on Tuesday, 31st March, 1964. The inauguration was performed at 5 p.m. by Dr. A. L. Mudaliar, Vice-Chancellor of the University of Madras.

The new building is at 150-A, Mount Road, and lies behind Khivraj Mansions, about 100 yards to the east of the old office.

It has been built by the Local Library Authority of Madras for leasing to the British Council as part of the new Library complex in Mount Road. Mrs. Sheila Tribe was the architect.

Its main feature is the much enlarged accommodation for the Library. Not only will it give better facilities for display of the 50,000 books which the Library now holds but will make possible expansion of the Library's stock to 100,000 books during the next ten years.

The building will enable lectures and film shows to be given either under cover or in the open air.

B. N. HIGH SCHOOL, SILLA- MARATHUPATTI

Annual Sports

The School Annual Sports Meet was conducted on Tuesday, 3-3-'64. Sri N. Sevathiveeran, Chairman of the Panchayat Union, Bodinayakanur presided over the function. Sri S. V. Palaniappan, Secretary of the School Committee lighted the Olympic torch. Sri P. Subbiah, B.A., the Commissioner, Panchayat Union, Bodinayakanur hoisted the national flag and Sri B. Subbiah, Vice-President of the School Committee and Sri K. Nagappa Gowder, member of the School Committee hoisted the Olympic flag and the School flag respectively. Sri Venkatasamy Raju, Thasildar of the Periyakulam Taluk took the salute of the march-past.

Sri M. Parameswaran, M.A., B.L., L.T., Headmaster of the High School

welcomed the gathering and Sri T. S. Surulivel, P.E.T., read the Annual Report for the year 1963-64 and Sri K. S. Krishnamurthy, B.A., B.T., proposed the vote of thanks.

More than 175 athletes entered for 45 sports events with keen interest. Arrangements made in connection with the meet and orderly and disciplined conduct of the several items were highly appreciated. The function came to a close at 6-30 p.m., with the distribution of prizes by Sri M. Sonaimuthukone, Estate Manager, Bodinayakanur. The individual Senior Championship Rolling Shields were won by N. Subburaj, IX Std. 'B' for boys and by P. Guna-vathi, VIII Std. 'A' for girls respectively.

School Day Celebration

The School Day of the B. N. High School and the Senior Basic School was celebrated on Wednesday, 4-3-'64. The function began at 6 p.m. Sri A. S. S. Kasi Raj, President, Pankajam Girls' High School, Bodinayakanur, presided over the function. Sri S. Harijakkayappan, B.A., welcomed the gathering. Sri M. Parameswaran, M.A., B.L., L.T., Headmaster and Sri O. Suruliraj, Headmaster, read the Annual Reports of the High School and the Senior Basic School respectively. Sri Kunrakkudi Adigalar delivered the special address. In the course of his lengthy speech, he dealt about the need for education and for the abolition of the castes to bring about the socialistic pattern of society and advised the students to study well without any expectation to get job, and to remove all differences due to castes even in early years. Sri N. Rajappan said that the co-operation of the villagers is the very foundation for the improvement of the school. After a programme of variety entertainments, the function came to a close at 12 midnight. The Correspondent, Sri A. S. Thirupathy Gounder, proposed a vote of thanks.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL REPORT

The Executive Board of the South India Teachers' Union has great pleasure in presenting to the General Body the 55th Annual Report of the Union for the period 1st April, 1963 to 31st March, 1964.

Strength : Twelve District Teachers' Guilds are affiliated to the Union. The Kanyakumari District Guild has still to be organized. The Madras State Commercial Instructors' Association was affiliated as a State Association. The Madras State Aided Secondary School Clerks' Association was also affiliated as an associate member.

Office-bearers : At the Annual General Body meeting held at the P. S. G. Technical College Hostel, Peelamedu, Coimbatore, the following office-bearers were elected for the year 1963-64.

President : Sri A. K. Sitaraman.

Vice-Presidents : Sri V. Antoniswami, Sri D. Antoniswami, Sri N. K. Venugopal and Sri C. M. Fazlur Rahman.

Secretary : Sri T. S. Rajagopalan.

Joint-Secretaries : Sri V. S. Saravanan (Elementary Section) and Sri Antoniswami (Coimbatore).

Treasurer : Sri L. Mariapragasam.

Vigilance Committee : Sri N. Shanmugam of Madras was elected Convener.

THE EXECUTIVE BOARD

The Executive Board met four times during the year under report to transact business as shown hereunder :

Date	Venue	Business Transacted
1. 15- 5-1963 ..	Peelamedu, Coimbatore	Passing of the Annual Report.
2. 29- 6-1963 ..	Madras	Election of Members to the Working Committee.
3. 30-10-1963 ..	Trichy	Organisation of S.I.T.U. and Journals.
4. 8- 2-1964 ..	Kumbakonam	Arrangements for the 54th Madras State Educational Conference.

THE WORKING COMMITTEE

The Working Committee met only once in Madras during the year under report on 29th June 1963 :

At its sitting on 29th June, 1963, it elected Sri C. Ranganatha Aiyengar as Journal Secretary and Sri P. V. Ramaswami as Assistant Journal Sec-

retary and Sri V. Bhavarahamurti as Additional Secretary in charge of South Indian Teacher and Office Executive Work. Sri S. S. Narayana-swami, Sri K. V. Rajagopala Iyer, Sri P. N. Raghavendra Rao, Sri S. Subba Rao and Sri J. G. Clement were elected representatives of the Union on the Working Committee.

The Budget for the year 1963-64 was discussed and adopted.

The Madras members of the Working Committee met on 27th February 1964 and scrutinised the ballot papers received in connection with the election of the President to the 54th Madras State Educational Conference.

Sri M. D. Srinivasachariar, Northwick Girls' High School, was appointed Internal Auditor of the Union, *South Indian Teacher* and *Balar Kalvi*.

THE 53RD MADRAS STATE EDUCATIONAL CONFERENCE

The Conference was held at Peelamedu, Coimbatore, from 18th to 21st of May, 1963, under the distinguished presidency of Sri M. Rajah Iyer, M.A., LT., M.L.C., Headmaster, Rajah's High School, Ramanathapuram.

Sri M. Bhakthavatsalam, the Hon'ble Minister for Education inaugurated the Conference and Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras opened the educational Exhibition. Sri G. R. Damodaran, Principal, P.S.G. College of Engineering, Peelamedu, Chairman of the Reception Committee delivered the Welcome Address.

The Sabhesan Memorial Lecture was delivered by Dr. S. R. Ranganathan.

The following sectional Conference were held as usual and through them the Conference expressed its considered views on current educational problems.

President

Convenor

COLLEGIATE EDUCATION :

Sri A. Srinivasa Raghavan,
Principal,
V.O.C. College, Tuticorin,
Tinneveli Dist.

Sri B. R. Krishnamurthi,
Principal,
P.S.G. Arts College,
Peelamedu, Coimbatore-4.

TECHNICAL EDUCATION :

Sri P. R. Ramakrishnan, M.P.,
Principal,
Coimbatore Institute of Technolo---
Peelamedu, Coimbatore-4.

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SECONDARY EDUCATION :

Sri M. Arunachalam,
Headmaster,
P. K. Nadar's High School,
Tirumangalam, Madurai Dist.

Sri Michael Ponnuswamy,
Headmaster,
Union High School,
Coimbatore-1.

*President**Convener***ELEMENTARY EDUCATION :**

Sri K. Kulandaivelu,
Principal,
 Teachers' College,
 Sri Ramakrishna Vidyalaya P.O.,
 Coimbatore Dist.

Sri B. Thirunavukkarasu,
Secretary,
 Municipal Elementary School
 Teachers' Association,
 Coimbatore.

WOMEN'S EDUCATION :

Dr. Rajammal Devadoss,
Principal,
 Avinashilingam Home Science
 College, Coimbatore.

Smt. Saraswathi Srinivasan,
Headmistress,
 Girls' High School,
 Raja Annamalaipuram,
 Madras-28.

HEADMASTERS' CONFERENCE :

Sri S. Narasimhan,
Headmaster,
 M.Ct.M.C. High School,
 Purasawalkam, Vepery,
 Madras-7.

Sri N. Chinnaswami Naidu,
Headmaster,
 Mani High School,
 Coimbatore.

THE 38TH ALL INDIA EDUCATIONAL CONFERENCE

The Conference was held at Campus of the Maharaja Sayajirao University of Baroda from 26th to 30th December 1963, under the presidentship of Sri V. K. R. V. Rao, Member of Planning Commission. On behalf of the union the following delegates participated. Sri A. K. Sitaraman, Sri C. R. Aiyengar, Sri P. V. Ramaswami, Sri V. G. S. Sarma, Sri R. Radhakrishnan, Sri V. Meenakshisundaram, Sri N. Padmanabhan, Sri C. M. Fazlur Rahmon.

THE 33RD SOUTH INDIAN EDUCATION WEEK

This was celebrated throughout the State from 28th October to 3rd November 1963, the topic chosen for consideration being "Quality Teaching". In Madras the Education Week was inaugurated at the Hindu High School, Triplicane, by Sri T. P. Srinivasavaradan, M.L.C., and Sri M. Bhaktavatsalam, the Hon'ble Minister for Education presided.

DISTRICT TEACHERS' GUILDS

Reports of the annual meetings and other activities were received from the various District Teachers' Guilds. The Union sent this year six circular letters to all the District Teachers' Guilds about the activities of the Union. Reports of such activities received from the affiliated teachers' Associations were published in the *South Indian Teacher* and *Balar Kalvi*.

OUR JOURNALS — SOUTH INDIAN TEACHER AND BALAR KALVI

The financial position of these two journals is satisfactory. We have great pleasure to mention that the number of subscribers is increasing.

By increasing the rate of subscription of *Balar Kalvi*, we have been able to increase the bulk of the journal. We are continuing to publish in this Journal a Tamil rendering of the ECHO, an English monthly Journal published by the World Organisation of the Teaching Profession, Washington.

The Executive Board thanks Sri C. Ranganatha Iyengar, the Journal Secretary, Sri P. V. Ramaswami, Additional Journal Secretary and the Editorial Board for their Co-operation. The Board expresses its sense of gratitude to Sri R. Sarangapani Iyengar for his work in connection with *Balar Kalvi*.

We are very grateful to Sri S. Natarajan for his invaluable assistance and guidance in improving the quality of the Journals and the financial position.

THE S. I. T. U. BENEVOLENT FUND

This fund, which is intended to help the needy among the teachers, has not yet grown as it should. The annual subscription is only 25 nP. per teacher and if every member of this profession takes it as his or her primary duty to build up this fund so that it may serve its purpose well, we shall have soon a big sum the interest whereof may be utilised for granting benevolence to the needy or scholarship to the deserving sons and daughters of the members.

Sri A. M. Kanniappa Mudaliar (Administrator), Sri T. S. Rajagopalan, Sri L. Mariapragasam met on 24-8-1963 and revised the rules of the Benevolent Fund.

This Fund has now Rs. 523.42 nP. only.

THE S.I.T.U. RESERVE FUND

This fund is kept in a separate account with the Indian Bank Ltd., Mylapore, with the nucleus of the response to one rupee appeal collected some time back. The total amount collected was Rs. 505.25 and with the interest added, it comes to Rs. 507.65. Out of this, a loan of Rs. 443 was given to *The South Indian Teacher*. The balance of Rs. 53.25 is with the Union. The bank balance is Rs. 11.40 nP.

THE SOUTH INDIA TEACHERS' UNION DEFENCE FUND

This Fund is kept in a separate account with the Indian Bank Ltd., Mylapore, with the nucleus of Rs. 40 given by Sri S. Natarajan. The purpose of this Fund is to help the teacher when he is retrenched from the Service. The bank balance on 31st March 1964 was Rs. 139.00. This Fund deserves a more liberal and wider support.

THE SOUTH INDIA TEACHERS' UNION PROFESSION TRUST FUND

The assets of the Fund as on 31st December 1963 were Rs. 3,911.92.

An amount of Rs. 3,286.12 has been invested in the Golden Jubilee Building of the Union and a sum of Rs. 175.00 has been given as loan to the Union.

THE SABHESAN THANKSGIVING FUND

The Fund was started with the nucleus of Sri M. S. Sabhesan Shashti-abdapurthi Commemoration Committee's donation of Rs. 600 and it was deposited in the Madras Teachers' Guild Co-operative Society Limited as a fixed Deposit. As on 31st March 1964 the amount with M.T.G. Co-operative Society was Rs. 650 as Fixed Deposit and the balance with the Union was Rs. 122.86.

OUR VISITORS

Some Tamil Teachers from the Schools in Malaya, who came on an excursion to South India, were lodged in the premises of the Union and arrangements were made for members of the Union meeting them at the various centres of visit. During their return journey the party was lodged at the Hindu High School, Triplicane, and on the eve of their departure a reception was arranged in their honour and the members were felicitated.

On 29-12-1963, Shri R. C. Sharma, Dr. Thaneja, Shri S. P. Nema and Shri A. K. Mishra, members of the All-India Mathematics Panel, who had come to attend the meeting of the Panel at Madras, visited the Union and were introduced to the members by Shri T. S. Rajagopalan, a member of the Mathematics Panel. They spoke praising the work of the Union in the matter of the research work they were undertaking.

OUR GREAT LOSS

We feel obsessed with sorrow at the sudden demise of our beloved leader and veteran educationist, Sri T. P. Srinivasavaradan, who had been for a long time associated with our Union and who had championed our cause on the floor of the legislature. To perpetuate his memory, we are presenting to the Union a portrait of his. It is our desire to raise funds to add a floor to the Golden Jubilee Building and call it The Srinivasavaradan Hall.

THE REGIONAL COUNCIL FOR TEACHERS' ASSOCIATION OF SOUTH INDIA

At the suggestion of some representatives from the Andhra Pradesh Teachers' Federation, The Kerala Teachers' Union, the Mysore Teachers' Union and S.I.T.U. a provisional Committee was constituted at the 53rd Madras State Educational Conference, Coimbatore, to frame the constitution. The Provisional Committee met on 28-7-1963 at Bangalore under the Chairmanship of Sri A. C. Deve Gowda, Director of Public Instruction. Draft rules were submitted for approval by these four unions and have been approved by all except the Andhra Pradesh Teachers' Federation, which had not sent any representative, though it was actually the first to suggest the formation of such an organisation. Representatives have however been invited to attend the 54th Madras State Educational Conference so that the rules may be discussed if necessary and such other things as may be thought necessary, may be considered.

THE WORK OF THE UNION DURING THE YEAR

The activities of the Union have increased and the office-bearers have been, as ever, working with zeal and pride, to maintain the prestige of the union. The Educational authorities, we are pleased to mention, have

been co-operating with us and responded favourably to many a request of us—especially those regarding the Teacher pupil ratio in Elementary Schools, the untrained Tamil pandits appointed after 1-6-1960 and the service of Secondary grade assistants in Elementary Schools.

It may be pointed out here that teachers continue to have a rough deal from the management, and in such cases, the Union goes to their help.

The Benevolent Fund of the Union is not receiving adequate support from the members of the Union and as such it is unable to help teachers in times of sickness.

Teachers cannot be unaware of the general criticism that the standard of education is falling. With the rapid increase in pupil enrolment the work of the teacher is bound to grow in its complexity. School improvement, mid-day meal, child health, etc. are all problems that will demand the teacher's attention. At the same time the teacher would have to pay increasing attention to his teaching methods. The South India Teachers' Union will therefore be called upon to pay greater attention to all these problems affecting a teacher's work, his welfare, his salaries and service conditions.

The Executive Board takes this occasion to point out that amelioration of conditions of service demands more persistent and more vigorous work, tactful and timely lobbying and unmistakable proof of sense of solidarity among the members of the Union. It must be frankly said the members of the Union should constantly think of the Union and do all they can to increase its financial resources, individually as well as collectively.

The South Indian Teacher and the *Balar Kalvi* are the means of communication among the members and between the individual member and the Executive. It is now 35 years since *The South Indian Teacher* was started. While we may be proud of its unbroken service all these years, we have to own that its subscribers have not increased in number commensurate either with its age or its usefulness. Every member should not only subscribe for it but make it an effective channel of communication by his periodical contributions.

The Balar Kalvi has had a continuous existence of 26 years. It is intended primarily to serve elementary education and elementary School teachers. It is gratifying to note that during the year, the number of subscribers has increased and the Union has increased the quality of subject matter and the size of the journal. We thank the new subscribers and request them to continue their support.

We are grateful to Sri S. Natarajan for the encouragement he has given and Shri Gulati, Under Secretary, National Council of Educational Research and Training, for encouraging us by supplying free of cost, a tonne of printing paper.

The Union's ideal is "Raise yourself by your own efforts". To live up to it (i) there should be increased enrolment of members, (ii) affiliated associations and individual members should be prompt and regular in paying their subscriptions, (iii) voluntary subscribers to the Benevolent Fund and Defence Fund should be greatly increased, and (iv) members should demonstrate their unswerving loyalty to the Union.

The Executive Board exhorts every member to give his full support to the Union, make its projects a grand success and improve the standard and quality of Education. It is the hope of the Executive Board that the union will grow from strength to strength, rich in its service, keeping aloft the high ideals of the profession, while earnestly seeking to get the rights and privileges of the members of the teaching profession recognized.

OUR DIARY

- 22-11-1963 — Sri A. K. Sitaraman, Sri T. S. Rajagopalan, Sri L. Maria-pragasam—Kumbakonam.
- 28-11-1963 — Sri T. S. Rajagopalan—Addressed the masters of the High School at Papanasam.
- 14-12-1963 — Sri A. K. Sitaraman, Coimbatore.
- 6- 1-1964 — Sri T. P. Srinivasavaradan—Condolence.
- 9- 1-1964 — Party to Malayan Teachers.
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THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING

NOTICE

A meeting of the General Body of the South India Teachers' Union will be held at 10-30 a.m. on Saturday, the 23rd May, 1964, at the Town High School, Kumbakonam, Tanjore District. Members are cordially invited to attend the meeting.

AGENDA

1. Minutes of the last General Body Meeting.
2. Consideration and adoption of the Annual Report of the Union for the year 1963-64.
3. Election of Office-bearers for the year 1964-65.
4. Any other business brought forward by the Executive Board of the S.I.T.U.

A. K. SITARAMAN,
President.

T. S. RAJAGOPALAN,
Secretary.

V. S. SARAVANAN,
Joint-Secretary.

OUR LETTER BOX

FOUR-YEAR TEACHER-TRAINING COURSES — A SUGGESTION

The regional colleges of education situate in the four centres in India have begun to conduct four-year training courses for those who have completed their secondary education. This is welcome news indeed as ushering in a long-felt reform in teacher education.

But the pace with which trainees in these colleges can be produced is bound to be slow, compared to our urgent needs in this direction. This method will also be too costly and hence any suggestion to multiply these regional centres is most likely to be turned down on grounds of want of finance. Again the number of trainees that can be possibly turned out every year in these institutions will be far too small to meet the urgent needs of the entire country.

In this connection I have a suggestion which, I venture to think, will be both economical and will meet our needs. It is this.

I would suggest that all Arts colleges in the country should conduct courses in Pedagogy throughout the college course. For this purpose it would be well if portions in English and the regional languages are slashed by 25, if not by 50 per cent. The time that is saved thereby may be utilised in imparting lessons in Pedagogy.

A low minimum in Pedagogy may be fixed, say, 20% for a pass in the degree examination. If the student is able to secure 50% in Pedagogy, he may be awarded a double degree, viz. B.A., B.Ed.

Or, lesser portions in English and regional languages may be prescribed for those taking Pedagogy as one of the courses of studies.

Also, students who have failed in Pedagogy, that is, who get less than 50% and so failed to secure a pass in that subject, may be permitted to appear in this subject alone, in subsequent examinations and qualify for the B.Ed. degree.

The merits of my suggestions are listed below :

(1) It is the most economical method we can devise to turn out the maximum number of teachers in the country because it is far cheaper for Arts colleges to run a Pedagogic course than for Pedagogic institutions to run courses in Arts subjects. Again, the latter method will involve *duplication* of academic education which we cannot financially afford.

(2) It is also the quickest way to make good the shortage of teachers in English, Mathematics and the Sciences.

(3) The offer of the award of a double degree at the end of the four-year course will be a *great incentive* for students to take to Pedagogy.

(4) To insist that an Indian Graduate should be conversant with Pedagogy would only be a salutary principle of education if it (education) is to, as it must, subserve vital national interest.

The one apparent disadvantage of my suggestion is that Arts colleges cannot conduct practical classes in teaching without serious dislocation of regular college work but this can be easily got over by providing for the conduct for a short course in teaching practice after the completion of B.Ed. degree. It may also be provided that the actual award of the B.Ed. degree may be made after the completion of the course in teaching practice.

Having regard to the acute shortage of women-teachers in the country, my suggestion can fruitfully be immediately implemented at least in all women's colleges in the country.

It is my earnest hope that my suggestion will be considered by educationists all over the country.

M. S. V. CHARI.

CRASH PROGRAMME OF TEACHER TRAINING

The Union Education Minister's announcement of a crash programme of teachers' training is being taken in

without a grain of salt. Unorthodox methods shall have to be used.

The theory portion of B.Ed. course must be done as self-study through correspondence courses. The course can safely be made a bit heavier. Those who pass may be admitted to the practical six-month course. Thus Training institutions can finish two batches in one session. This theory preparation can be done by those only who are actually engaged in teaching. B.Ed. courses may be started in degree and post-graduate colleges, and the subject may form one department or faculty just like Physics and Chemistry or Economics. Pedagogic atmosphere may not be created, but contact with other university subjects will benefit in other ways. General education may be done as the subject for the first degree and whatever deficiency in one particular subject may have left will be made up by living contact with students and teachers of other faculties in colleges. The idea of starting correspondence courses is a good one but it must include post-graduate level of courses, since there is dearth of teachers for higher secondary level.

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Dr. A. Lakshmanaswamy Mudaliar.



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The most serious problem is that of finding Science teachers. The Chairman of U.P. University Grants Commission has recently estimated that 40,000 Science graduates are needed by the end of the current plan. Only 6,000 B.Sc.'s are produced in that State. They are indenting on Science graduates from other States. This is the position in a populous State like U.P. with its many universities. The short cut to be tried in Regional Institutes of Education by producing in one year less equivalents of trained B.Sc.'s will produce Science teachers but not *teachers*. In schools one teacher has to handle two or even three subjects. Changes even stimulate besides giving a liberality of outlook. Will it be possible in such a system? The knowledge of Science even of B.Sc.'s is very poor. How can the products of this type of teacher training for Science give us the required product. Let the experiment be tried. But it must be done well and good entrants found.

There is no way out of this difficult situation but to produce more M.Sc.'s and better M.Sc.'s. How many Science post-graduates go to other professions, if found out, will show what opportunities have been lost. Drain of scientific talent at higher level is being fought but not with full success. In foreign countries there are not so many pin-pricks by employers, politicians and their stooges, and even bazar men. Again there are better emoluments, better facilities for scientific work and better appreciation of merit in foreign countries. At a lower level in our country Science graduates shun the teaching profession because here every Tom, Dick and Harry, even bazar politician can make the life of any man a hell. Democratisation has meant for teachers being thrown to the wolves. The last straw has come with the handing over of Primary education to the Panchayats.

If there is increased production some products of universities will be compelled to come to teaching profession, howsoever lowly it is.

In big cities there might be laboratories where practical work may be

done in batches for 10 hours a day. Their certificates may enable the aspirants to prepare privately for the first degree examination, if they are taking correspondence courses in Science subjects. They might pass in one subject in one year, and the cumulative pass (not at 33%) may earn the degree for them.

The Government may stop opening Arts colleges or aiding them. Only Science colleges may be opened by private bodies and the Government.

The idea that M.Sc. teaching may be concentrated in universities and some centres has to be given up. Colleges seeking recognition may be required to possess a certain standard of equipment and having the requisite staff may be freely allowed to open M.Sc. classes. The universities should exercise greater control in respect of these colleges. A sort of capitation fee may be demanded from the candidates. In the south they charge subventions or consolidated entrance fee from candidates seeking admission to Medical colleges created out of this money, and the amount runs into three figures. Or a high laboratory fee may be charged from entrants. The summer vacations may be utilised for preparing B.Sc.'s in parts, say three parts of one session, for one year of M.Sc. course. Unless a sufficient number of M.Sc.'s are produced and then trained in theory and practice as given in the beginning of this note, it will be impossible to find teachers for Higher Secondary standards.

The teachers for the university level of education also need some training after selection. There may be centres preferably in hill-stations where elements of principles of teaching and methods of teaching particular subjects may be taught by eminent university professors aided by training college teachers, without one set regarding itself as superior to the other as in U.S.A. these days where a controversy is raging as to the relative importance of these in-training of High School teachers.

It is quite certain that nothing will be done to make the financial position of the teachers better in any way. At

least let them live half-fed but shielded from social and political porcupines' shafts. Student indiscipline created by politicians is enough to make their life a hell. That should satisfy the mighty ones.

For the Primary schools training classes may be opened in Higher Secondary schools and Intermediate colleges. The trained teachers in High schools can be given allowances after debarring them from undertaking private tuition. This should be in addition to opening of Training Institutions in rural areas. Many-pronged approach alone may solve the problem. Their knowledge needs be increased every year by correspondence courses consisting of solid matrix peppered with pedagogics.

RAGHUVIR SAHAY NIGAM.

"FREE THINKING" ON EDUCATION

Sir,

Shri S. Rangaswamy, M.A., B.T., of Manamadurai High School has indeed made a clear and clean analysis of some educational issues with "free thinking", in your December issue. I would like to make my humble observations in this regard through the columns of your valued Journal.

I do agree that there can be no wastage in education if a student receives even a modicum of education which will enable him to eke out his livelihood. Shri S. Balakrishna Joshi, Headmaster of The Hindi Theological High School, has rightly observed "Wastage in Education", a catchy phrase which is used glibly, is a misnomer. There can be no wastage or failures in honest and earnest toil. Simply because dazzling results are not forthcoming in the manner in which we expect them, it is wrong to state that in some cases the learning process has been futile."

With the increasing number of students from all strata of society seeking admission in the schools, the teachers are faced with over-crowded classes with the result that the efficiency and

progress are at a discount. This state of affairs should be remedied with the help of those who have organised themselves into a responsible body of Association. As for the curriculum-load, the frequent changes introduced in the system of education to suit the political whims and fancies have resulted in the frustration and failures of large number of students. Now that we have the definite assurance of our Chief Minister of 'No more change', we can implement 11-year school course on the basis of three language formula in all sincerity and earnestness.

In the matter of the study of English, I am not inclined to agree with the author to make it an optional language in our country as in U.K. or U.S. Two century old English is almost our national language. To neglect the study of English is to decry the development of human personality. Here, Mr. S. B. Joshi pertinently pointed out that "the deterioration that is lamented lies in the fall in the standard of English and in the domain of spirit. There is a progressive degradation in our national character and the fall in educational standards is but a subsidiary repercussion of this tragic feature". This fundamental truth and fact, our two Ministers for Education in this State have consciously realised after their return from foreign tour. Having accepted three language formula, the students have to study the regional language, English and Hindi. Now English has been introduced in the third standard and it has to be studied diligently and assiduously. The question of making it an optional language cannot and does not arise.

As for the detention of students, the teachers should do all they can "to pull up those that lag behind." It will be of interest to hear Mr. S. B. Joshi in this connection. He has stated, "we will be serving their best interests by

detaining them at a stage where they deserve to be and by helping them to acquire the necessary stamina to move farther up by legitimate means without being unduly hustled."

Prompted by "free thinking", I would in all humility bring home the truth in the pregnant words of Shri S. B. Joshi "An inspired teacher who has faith in his mission and who treads the path of rectitude, lighted by conscience, can work miracles even without the pompous paraphernalia of external appurtenances." Assert yourselves, therefore, in the mission you have undertaken and command the respect of the society by the "virtue of your scholarship and consecrated service."

R. S. V. RAO

31st January 1964.

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Extracts from the Interim Report on THE LIBRARY CENTRED TEACHING PROJECT

Presented by

G. SRINIVASACHARI

*Co-ordinator of the S.I.T.U. Council of Educational Research at the Seminar
on the Rule of Library in Secondary Education on the 20th April '64.*

The experiment on Library Centred Teaching is being tried in the following four schools :—

1. Mani High School, Coimbatore.
2. Adrash Vidyalaya, Royapettah, Madras.
3. P. S. High School, Mylapore, Madras.
4. Sir M. Ct. Muthiah Chettiar High School, Purasawalkam, Madras.

The Council's Work

At the beginning of the school year teachers carrying on the experiment in the city schools met several times to discuss ways and means of implementing the project. The syllabuses and text-books in English and Social Studies were studied. The Council prepared lists of reference books containing related material to the topics prescribed for study in the several subjects. These lists were sent to the teachers concerned early enough.

Suggested Procedure

The procedure suggested to teachers may be briefly stated thus :

The syllabus may be cut up into well-defined units, each unit capable of being sub-divided into interlocked small units. After giving a brief introduction to the topic of study the pupils are assigned sub-units to be worked out. Books and materials for study and use should be ready at hand in the classroom itself. Individual work may be assigned by the teacher or by the group leader in consultation with the teacher. The teacher goes round watching and guiding. After the allotted time is over the groups reassemble for comparing notes and discussion.

Consolidation of points gathered for each unit or sub-unit is important. As a general rule the last week of every month may be set apart for consolidation and evaluation. The cultivation of desirable attitudes towards study and habits of thought is important in this procedure.

It will be seen that opportunities for pupils to think, reason out, and draw inferences are provided in this scheme. The teacher also gets an opportunity to attend to individualizing particularity of each pupil. The units of study in the Library Centred Teaching are different from the usual subject-matter units which rely on formal methods. Assignments and distinct lesson types, in that they offer experience units which utilise co-operatively planned procedures suited to situations and sources in great variety. The teacher is expected to be watchful so that he can assess the state of affairs and diagnose the needs within each group.

Answers to Questionnaires

The answers from Adarsh Vidyalaya, Madras and the Mani High School, Coimbatore, to questionnaires given to teachers reveal (i) that individual attention is being paid to pupils, (ii) that reading skills are being observed and recorded, (iii) that behavioural changes are under observation, and (iv) that the library is being used by pupils in an increasing measure.

We may draw attention to the fact that the defects in the mechanical habits of reading are being noted and remedial measures taken. The importance of silent reading for library work cannot be exaggerated. Movement of lips while reading, vocalization, and

holding the book too near the eye or too far from the eye are getting checked. In respect of achievements with reference to reading skills there has been a systematic observation of capable and incapable pupils and we are satisfied that possible remedial measures are being taken to pull up those who are not up to the standard required. The evidence under behavioural changes clearly shows an increase of interest in a large majority of pupils both in general reading and in reading related to school work. The time spent in reading both in the school library and at home has considerably increased in the experimental classes.

* * *

Answers of pupils to the questionnaire clearly show that a large majority of pupils spend progressively increasing time in reading both in the school library and at home. The answers to questions 2 (d) and (e), (reading of material connected with the subject-matter of classroom study) are interesting. Here the pupils have frankly expressed their likes and dislikes which give us an indication of their tastes in reading. This is of great help to teachers in planning for the cultivation of desirable tastes in reading ; for example, most pupils seem to have a taste for reading exciting stories ; the problem now is how to utilise this tendency for the cultivation of a taste in reading standard books which are calculated to promote their understanding of values in life and increase their knowledge of the subjects of study, through self-effort.

Difficulties in assessment

The assessment of this experiment does not easily lend itself to the statistical approach. Attitudes and habits are always difficult to assess except by the use of elaborate calculations involved in the analysis of variance, which, we think, are not necessary for this experiment at this stage. This experiment has stepped in as an innovation in an environment of established traditions of a system that has grown haphazard and taken root. Only two subjects of

the curriculum in one section of the school are under experiment in a surrounding of controlled classes. We believe that this experiment, though small, has brought out the necessity for a rethinking of the teacher-pupil subject relation to some extent. This is no small gain.

Some important conditions for success

Among the conditions, psychological and material, necessary for the success of the experiment may be mentioned the following :

1. The practising teacher should have faith in doing the things the appropriateness of which he is convinced.
2. There should be enough freedom for the teacher and personal attention of administrative officers to stimulate his interest and provide necessary facilities.
3. There should be readiness and willingness on the part of the teacher to think and do things for himself.
4. There should be adequate provision of books, maps, charts, reference books, and other aids in the classroom itself, and freedom for the adjustment of the time-table so that the work started may be completed without break or loss of interest.
5. The furniture arrangement in the classroom should be such as to facilitate group work.
6. Above all there should be a sufficient number of Tamil books. There is such a dearth of Tamil books suited to the age of pupils that it interferes with the conduct of the experiment. (This can be tackled only by persons in power and position in close co-operation with reputed authors and publishers who combine service with profit motive).

What is this Library Centred Teaching ?

Learning to learn may perhaps be accepted as the most comprehensive of the aims in the Library Centred Teaching. "My object," said Rousseau of Emile, "is not to furnish his mind with knowledge, but to teach him the method of acquiring it". This, broadly stated, is the Library Centred Teaching.

FROM OUR ASSOCIATIONS

NORTH ARCOT DISTRICT TEACHERS' GUILD

The Executive Committee meeting of the North Arcot District Teachers' Guild was held on 7-3-64 in the premises of the Board High School, Arni and about one hundred representatives attended. Sri A. N. Lakshmana Rao, President of the Guild presided. Sri D. A. Christian Thomas, B.A., B.T., Joint Secretary, welcomed the gathering. The house discussed and passed eight resolutions on eight subjects.

RESOLUTIONS

(1) Resolved that the monthly test marks be taken into consideration for purposes of promotion. The annual examination marks will be considered first. When the pupil fails to satisfy the principles of promotion according to the annual examination marks, then the annual average will be considered. The annual average is the mean of 6 monthly tests and 3 terminal examinations. In the case of pupils failing to satisfy the principles in either case, their performance in the co-curricular activities may be considered in the lines suggested by the Headmasters' Association.

(2) Resolved to request the authorities to issue reorganised syllabuses for the 11-year Secondary School course early.

(3) All schools in this District are requested to institute Book Banks, implement the God Father Scheme and raise Ornamental and Kitchen Garden in the school.

(4) The Executive Committee of the N. A. Dt. Teachers' Guild views with

concern the abnormal rise in prices of all commodities and requests the Government to take immediate and effective steps to remedy the situation, like supplying provisions at reasonable rates to teachers.

(5) The Executive Committee of the N. A. Dt. Teachers' Guild welcomes the introduction of Free Education from the year 1964-65 and requests the Government to make necessary arrangements for the regular payment of salaries to the teachers and to secure their service conditions and also to see that no additional burden is placed on the managements. It also resolves to authorise the President to submit a memorandum on the lines of the above suggestion.

(6) The Executive Committee of the Guild resolves to request all those schools which have not yet remitted their contribution to the Felicitation Fund to do so early and possibly before the end of March, 1964 in view of the need for the inauguration of the Medical Aid Scheme sanctioned by the Government.

(7) The Executive Committee of the Guild resolves to request Sri C. M. Fazalur Rahmon to contest the ensuing election to the Madras Legislative Council from the North Arcot and South Arcot Teachers' Constituency and requests all the Teachers' Associations in the two Districts to support his candidature.

(8) The Executive Committee of the Guild requests the authorities to permit the Physical Education teachers to draw a daily allowance of Rs. 2.50 when they attend General Body meetings and Sports meet.

THE 54th MADRAS STATE EDUCATIONAL CONFERENCE

Draft Resolutions

1. GENERAL :

1. This Conference thanks and congratulates the Madras State Government for introducing the scheme of free education in all Schools till the boys and girls complete the S.S.L.C. Course and requests the Government to take steps that the Standards of education in schools do not deteriorate but are mounted at a higher level. This Conference further requests the Government to see that the managements of all schools retain their administrative rights so as to preserve the discipline among the staff and also retain the existing standards of education.

2. This Conference requests the Government to see that payment of salaries to the staff of all schools, which, consequent on the introduction of free education is to be taken up by the Government, is made on the first day of the succeeding month, as any delay is to inconvenience the teachers very much.

3. This Conference thanks the Government for fixing the pupil-teacher ratio favourably in Elementary schools and modifying the G.O. relating to Tamil pandits without the training qualification and issuing instructions for taking into consideration for allowing weightage the service of Secondary Grade assistants in Elementary schools also and giving respective effect from 1-6-1960.

2. CURRICULUM AND SYLLABI :

1. This Conference requests the Government to come to a decision quickly regarding the pattern of education and curriculum.

2. This Conference requests the Government,

(a) To make History Geography a core subject and to restore it to the

original status along with science and Mathematics.

(b) To provide for Bifurcated courses as in 1958 scheme.

(c) To publish the draft syllabi sufficiently early and to call for the views of expert educational bodies before the syllabi are finalised and textbooks on them are written.

3. SERVICE CONDITIONS, SECURITY OF SERVICE :

This Conference resolves :

1. To request the Government to grant security of service to Elementary School teachers working in aided institutions and to safeguard their rights.

2. To set up an arbitration Council to settle disputes between the staff and the managements of schools so that teachers have full justice done to them.

3. To request Government to insist on service agreement in the case of the non-teaching staff also with a view to granting security of service.

4. SCALES, PAY & ALLOWANCE :

This Conference resolves to request the Government

1. To sanction House Rent Allowance to all categories of teachers.

2. To grant an uniform allowance of Rs. 30 to both the grades of Engineering instructors.

3. To enhance the Dearness Allowance to all the members of the staff in view of the heavy cost of foodstuffs and rapid increase in the cost of living.

4. To grant a duty allowance of Rs. 10 to the headmasters working in Higher Elementary Schools and an allowance of Rs. 7 to headmasters working in Elementary Schools.

5. To extend to Drawing and Sewing Instructors with T.T.C. the benefit of the special pay of Rs. 5 permissible to some categories of teachers with T.T.C.

6. To revise the scales of pay of the following grades of teachers as given below :

- (i) Secondary Grade : 100-4-120-8-160 (Junior Pandits inclusive)
- (ii) Higher Grade : 80-2-100.
- (iii) Full time pre-vocational instructors 80-2-100.

7. To prepare and enforce common leave rules for all educational institutions.

8. To issue instructions that when a teacher seeks employment in a new school, his previous service is taken into consideration for purposes of calculating increments and that the amount of salary he gets, does not undergo any reduction as a result of the change from one school to the other.

9. To instruct that teachers in the city of Madras which has been recently declared A class, are given all such allowances and privileges as are enjoyed by N.G.O's. in Madras and such A class cities.

5. AGE OF RETIREMENT :

This Conference requests the Government to raise to 60 the age of retirement of teachers under all managements in view of the increase of the average expectation of life and to amend the M.E.R. accordingly and also the terms of agreement between the teacher and the management.

2. To take into consideration for purposes of calculation of pension, also the service of the teacher after he completes 55.

6. PENSION :

This Conference requests the Government,

1. To grant an *ex-gratia* pension of Rs. 30 to teachers who retired before 1-4-1955.

2. To so modify the pension rules so that no teacher gets a pension lower than Rs. 30.

3. To extend the pension scheme to non-teaching staff also.

4. To extend to the staff of all schools the family pension scheme applicable to N.G.O's.

7. LEAVE, PRIVILEGES, ETC. :

This Conference requests the Government,

1. To increase the number of days of casual leave from 12 to 15 and 3 days of special leave for religious celebrities.

2. To issue instructions for doing away with the restriction in some schools that teachers can take only 4 days casual in a period of every 4 months in the year.

3. To grant one-third of the Secondary Grade assistants and one-third of the B.T. assistants the selection grade with a higher scale so as to encourage teachers with long experience and to promote the quality of instruction.

4. To extend to the non-teaching staff also, the benefit of pension-cum-insurance scheme.

5. To enforce uniform leave rules and security of service for teachers and clerks in schools.

6. To grant free medical aid to teachers and their dependants and to allow them the freedom to consult any member of the medical profession.

7. To issue instructions that teachers and clerks are not kept in probation for a period exceeding 2 years, but confirmed in service as early as possible.

8. To issue instructions not to enforce any scheme of uniform dress for teachers.

9. To issue instructions that the scheme of supervised study is not insisted on but left to the choice of the individual teacher as general compulsion implies encroachment on the limited rest enjoyed by teachers.

10. To issue instructions that the conduct of monthly tests in schools is not insisted on but left to the individual teacher.

11. To extend the N.G.O. concessions to the College Course also.

12. To retain the teachers' constituency in the Legislative Council, as teachers alone are competent to represent the grievances of the teaching profession and give advice regarding educational matters.

13. To extend the right of voting for Teachers' Constituency, to Elementary School teachers also.

14. To consider the suggestion that only teachers in service or retired teachers and none else be considered eligible to contest for election in the teachers' constituency.

15. To allow Secondary Grade Teachers the scale pertaining to this grade irrespective of the post they hold whether it is in Elementary School or Secondary School.

16. To fix 200 days as the maximum number of working days in Ele. Schools also in view of the integrated syllabus being in use in all subjects for Secondary and Elementary Schools.

17. To permit managements of schools to grant festival advance.

18. To extend in the case of teachers in local board schools the privilege of purchasing on credit basis, handloom cloth.

19. To issue orders that Tamil pandits with 15 years of service are eligible to be promoted to the senior grade even though they do not possess the training qualification or the General education qualification.

20. To withdraw the orders regarding the Compulsory saving Schemes and to take steps to repay immediately the sums so collected under this scheme.

21. To enhance the teachers' part of the provident fund contribution from 6% to 10% and the Government's part and the managements part accordingly and to allow on the investment a higher percentage of interest.

22. To enhance the maintenance grant for non-fee levying elementary schools in view of the high cost of equipment and building materials.

23. To instruct that Secondary Teachers are appointed from 3rd Standard onwards in view of the fact that English has been introduced in that Standard and to allow one Secondary Teacher if the elementary school has 10 higher grade teachers on the staff.

24. To issue orders that crafts instructors and pre-vocational instructors in Higher Elementary Schools are taken as full time workers as previously, even though they have to work a lesser number of periods than allowed as per rules.

25. To allow one full time Pro-Vocational instructor to every Higher Elementary School or Senior Basic School.

26. To consider favourably the question of granting to the Clerical Staff earned leave in addition to casual leave.

27. To see that the Staff Elementary Schools are paid their monthly salary on the 1st of the succeeding month and to issue orders against any delay.

8. DIFFICULTIES :

This Conference requests the Government,

1. To take off the responsibility of effecting payments to Aided Ele. mentary Schools from the Panchayat Union Councils and to entrust the responsibility to Educational Officers or Deputy Inspectors of Schools.

2. To entrust to the Panchayats the task of providing free mid-day meal to children in aided elementary Schools as the teaching staff who now do it, have to waste much of their time not only in preparing meals but also in getting funds to supplement what is granted under the schemes.

3. To increase the number of seats for pandits' training so as to get as many trained pandits as possible and also to extend rapidly the benefit of training to pandits in service.

4. To consider the question of paying along with the grant to the schools, the Government contribution of the provident fund of retiring masters so as to ensure that the retiring masters get the P. F. contribution in time.

5. To issue orders that Headmasters of schools are not in charge of CARE Food Scheme and that the responsibility is transferred to the local Pan- chayat.

9. MISCELLANEOUS :

This Conference requests the Government

1. To revive the granting of railway concession to teachers, which was stopped temporarily owing to national emergency.

2. To revise liberally the remuneration of Chief Examiners and Assistant Examiners for E.S.L.C. and S.S.L.C.

examinations as well as the Superintendents and Chief Superintendents.

3. To give the Assistant Examiners for S.S.L.C. examinations 4 consecutive chances as in the case of Chief Examiners.

4. To extend to 58 the age limit for eligibility of Chief Examinership and Assistant Examinership for S.S.L.C. and E.S.L.C. examinations.

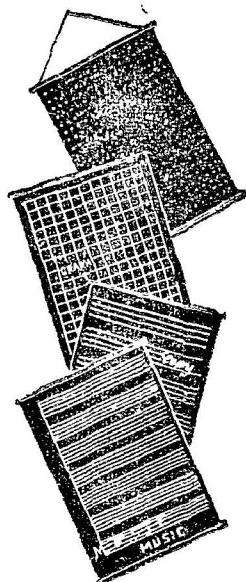
5. To issue instructions to make provision to appoint in all Higher Elementary and Elementary schools the required number of Music Instructors, Physical Training Instructor and Tamil

Pandits irrespective of the strength of the respective schools.

6. To conduct a common examination at the end of VIII Standard, in view of the implementation of the free education scheme.

10. NAME OF THE UNION :

This Conferences resolves to change the name of the Union into Tamil Nad Teachers' Union in view of the fact that South India has been divided into States according to the languages in use and in view of the fact that the Union is serving only the teachers in all the Districts in Madras State.



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249		305 " E. Mewiaponniah	
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- 600 Sri R. Kannan
 601 „ N. Srinivasan
 602 „ S. Sankaranarayanan
 603 „ S. Sundaram

Board High School, Vedaranyam, Tanjore—

- 604 Sri S. Rangapathy
 605 „ R. Kanagasundaram
 606 „ M. Kuppa Rao

St. Joseph's Hr. Ele. Girls' School, Tanjore—

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Findlay High School, Mannargudi, Tanjore—

- 625 Sri J. Amaladasan
 626 „ T. Subramania Iyer
 627 „ S. Krishnaswami
 628 „ S. Thomas
 629 „ G. Ebenezer
 630 „ N. P. P. Apparree
 631 „ A. Shanmugasundaram
 632 „ G. A. Daniel
 633 „ D. Henry
 634 „ S. Egbert
 635 „ S. Krishnamachari
 636 „ J. V. Manoharan

637	Sri M. S. Narayana Iyengar	699	Sri T. C. Narayanan
638	" S. Narasimharaghavan	700	" S. Padmanabhan
639	" R. Bakthavathsalan	701	" Das Doraiprakash
640	" R. Gopalakrishnan	<i>R. C. Morning Star Hr. Ely. School, Kumbakonam—</i>	
641	" R. Govindaraj	702	N. Ganga Bai
642	" R. Subramanian	703	M. Prabavathi
643	" M. G. Samuel	704	R. Pattu
644	" N. Swaminathan	705	V. Sakunthala
645	" B. Thirugnanasambandam	706	S. Rajeswari
646	" P. V. Srinivasan, Dr. A. C. Trg. College, Karaikudi.	707	S. Vedam
<i>St. Joseph Girls' High School, Kumbakonam—</i>		708	Sr. Dominic Mary
647		709	G. Renuka
648		710	S. Devakie
649		711	R. Krishnammal
650		712	V. Savithiri
651		713	T. Ammakannu
652		714	R. Rita
653		715	Sr. Anatoline Mary
654		716	M. Saroja
655		717	V. Saroja
656		718	A. Rosalie Mary
657		719	Sr. Engratia Mary
658		720	A. Rosalie
659		721	S. Rosalie Mary
660		<i>St. Joseph Ely. School, Kumbakonam—</i>	
661		721(a)	Sr. Gedolada Mary
662		722	Sr. Theresa Mary
663		723	Sr. Elgive Mary
664		724	Kumari S. Ramani
665		725	Kumari G. Vimla Bawani
666		726	Kumari L. Kamala
667		<i>Sankar Secondary School, Sankarnagar, Tinnevelly—</i>	
668		727	Sri K. R. Lakshmanan
669		728	" P. Jagadesan
670		729	Sri C. Ranganatha Aiyengar, 39, 4th Main Road, Gandhinagar, Madras-20.
671		<i>St. Mary's Senior Basic School, Cuddalore, N.T.—</i>	
672		730	Sri D. Antonisamy
673		731	" P. Isaac
674		732	" L. Antony
675		733	" Xavier
676		734	" B. John
677		735	" M. Arulappan
678		736	" A. Manuel
<i>B. C. Silk Weavers Ely. School, Kumbakonam—</i>		737	" S. Parthasarathi
679	Sr. Celine Mary	738	" G. Lourdusamy
680	Sr. Genesia Mary	739	" K. Santiagudoss
681	Sr. Gratia Mary	740	" P. Joachim
682	R. Amalorpavam	741	" M. Subrahmania Iyer
683	S. Saroja	742	" M. Gnanasundaram
684	V. Ramanujam	743	" T. Kolandaisamy
685	G. Indrani	744	" S. Pathinathan
686	D. Thamilarasu	745	" G. Ignacimuthu
687	K. Julie	746	" E. Simon
<i>Schaffter High School, Tinnevelly—</i>		747	" C. Savarinathan
688	Sri G. Devasigamoney	748	" A. Belevandiram
689	" S. Arumugam	749	" F. Agustin
690	" S. Thirumalai	<i>Board High School, Paganeri, Ramnad Dt.—</i>	
691	" L. V. Sundararaman	750	Sri S. Minakshisundaram
692	" K. Sankaranarayanan	751	" V. Natarajan
693	" M. P. Thiagarajan	<i>National High School, Kumbakonam—</i>	
694	" Paul Cheeliah	752	Sri V. Swaminathan
695	" K. V. Samuel	753	" V. Pichumani
696	" G. Sam Jacob Raj		
697	" P. Arunachalam		
698	" T. S. Raghavan		

St. Ann's High School, Tindivanam, S. Arcot R. C. School, Kilpadi, S.A. Dt.—

754	Rev. V. S. Lourdusamy	803	Sri A. Michael
755	Sri L. Leo Justinian	804	„ S. Susaimarinathan
756	„ R. Savarimuthu	805	„ P. Savarimuthu
757	„ G. Gaspar	806	„ S. Lourdunathan
758	„ S. Tarcius Aeron	807	„ K. P. Mariadoss

S. M. Hindu High School, Sirkali, Tanjore Dt.—

759	Sri S. Thangavelu
760	„ B. Srinivasa Iyengar
761	„ K. Somasundaram
762	„ R. Sivanesan
763	„ P. Sethuraman
764	„ R. Srinivasa Rao
765	„ R. Renganathan
766	„ T. Paramasivam

Little Flower Ely. School, Megalathur, Tanjore—

767	Sri K. Thirunavugarasu
768	„ A. Narayanaswami

S. V. High School, Kaniyur—

769	Sri V. Subramanian
770	„ N. Balakrishnan

M. R. I. C. Sr. Basic, Marudur, S.A.—

771	Sri C. M. Lourdunathan
772	„ G. Mariapragasam
773	„ T. S. Swamy
774	„ Julian Dhanaraj
775	„ A. Arokiasamy
776	„ S. Nayagاسamy
777	„ P. Augustin
778	„ P. Vanathusami
779	„ R. Kannusamy
780	„ M. Savarimuthu
781	„ A. Amalanathan
782	„ N. Savarimuthu

St. Mary's School, Konankuppam, S.A. Dt.—

783	Sri D. Susakkannu
784	„ S. Michael
785	„ M. S. Devasagayam
786	„ D. Susai
787	„ S. R. Chinnappan
788	„ D. Raphaelnathan
789	„ S. Selvanathan

R. C. School, Melakondai, S.A. Dist.—

790	Sri M. Ramalingam
791	„ M. R. Sandanasamy

R. C. School, Sendiwakkam, Chingleput—

792	Sri C. Mariadoss
793	„ T. M. Arulappan
794	„ A. Kuppusamy
795	„ Y. S. Inniah
796	„ M. P. Arokiam

St. Xavier's School, Cuddalore—

797	Sri P. A. Joseph
798	„ A. Arokianathan
799	„ P. S. Amalanathan
800	„ K. Janarthanan
801	„ A. Canisius
802	„ J. Savarimuthu

R. C. School, Kilpadi, S.A. Dt.—

803	Sri A. Michael
804	„ S. Susaimarinathan
805	„ P. Savarimuthu
806	„ S. Lourdunathan
807	„ K. P. Mariadoss
808	„ M. David
809	„ P. Arul David

R. C. School, Allikondapattu, N.A., Dt.—

810	Sri S. Ambrose
811	„ M. Rayappan
812	„ A. Arokiasami

R. C. School, Ongur, Chingleput—

813	Sri S. Augustine
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R. C. School, Aniladhy, S.A., Dist.—

814	Sri M. Arokiasami
815	„ Devasagayam
816	„ Kuppausavari
817	„ S. Antony
818	„ P. Annamuthu

R. C. School, Kallakurichi, S.A., Dist.—

819	Sri S. Antony
820	„ P. Perianayagam
821	„ M. Arogiasamy
822	„ B. Gnanadickam
823	„ A. Francis
824	„ V. S. Asirvatham

R. C. School, Athipackam, S.A., Dist.—

825	Sri L. Amalanathan
826	„ A. Ponnusamy
827	„ D. Kolandaisamy
828	„ S. Maria Francis
829	„ D. David
830	„ A. Susai
831	„ S. Velanganny
832	„ S. Antony
833	„ G. Rajamanickam
834	„ A. Pappusamy
835	„ M. Dhanakannu
836	„ A. Selvanathan
837	„ M. Savarinathan
838	„ G. Antonisamy
839	„ G. Abel

R. C. School, Melakondai, S.A. Dist.—

840	P. Asirvatham
841	„ A. Antony
842	„ N. A. Chinnappan
843	„ L. Nather
844	„ S. Ignacimuthu
845	„ N. Ganapragasam

R. C. School, Irundai, S.A., Dist.—

846	Sri A. Amirtharaj
847	„ R. Pitchaimuthu
848	„ C. David
849	„ G. Antonisamy
850	„ R. Arokiam
851	„ K. Unnikrishnan
852	„ S. S. Arokiaswamy
853	„ M. A. Gabriel
854	„ Amalorpavam
855	„ R. Chinnappan

<i>Dominic Savio High School, Chetput, N.A.</i>	898	Sri M. Arunachalam
<i>Dist.—</i>	899	“ S. Ganapathi
856 Sri V. Sa. Ulaganathan	900	“ V. Ramasami
857 “ R. Krishnamoorthy Rao	901	“ R. Balasubramaniam
<i>Chatram High School, Kadayan Tinnelveli—</i>	902	“ N. Srinivasan
858 Sri T. K. Shanmugasundaram	903	“ M. Veerappan
859 “ A. Rajamani	904	“ K. Manickam
<i>P. V. High School, Gopalasamudram, Tin-nevelli—</i>		<i>Board High School, Varatharayapettinam—</i>
860 Sri P. A. Chellam Iyer	905	Sri V. S. Sankaranarayanan
861 “ M. S. Ramasubramanian		<i>St. Marys Senior Basic School, Cuddalore—</i>
862 “ D. S. Sankaranarayanan	906	Sri D. Antoniswami
863 “ A. Nathanapandian		<i>Little Flower High School, Salem—7</i>
864 “ R. Ponnambalam	907	Rev. Fr. V. S. Pushpanather
<i>T. V. N. S. V. High School, Tiruchuli—</i>	908	“ R. Sankaranarayana Iyer
865 Sri J. M. Arputharaj	908(a)	“ S. Subba Rao
866 “ R. Ignatius	909	“ S. N. Varadarajan
<i>B. H. School, Vennandur, Salem Dist.—</i>	910	“ K. S. Ramalingam
867 Sri K. Ekambaran	911	“ C. Stanislaus
868 “ M. Kandasamy	912	“ R. Shanmugham
<i>Venkatesa High School, Ayangulapaliam—</i>		<i>T. A. High School, Tiruvadaimarudur, Tanjore—</i>
869	913	Sri M. A. Rajagopalan
870	914	“ R. Subramaniam
871	915	“ V. Natarajan
872	916	“ N. Jayarama Iyer
873	917	“ B. Mahalinga Desigar
<i>R. C. M. High School, Tirumalai—</i>		<i>T. A. Sr. B. School, Tiruvidamarudur—</i>
874 Headmaster	918	Sri S. Nagarajan
<i>De. Brotto H. School, Devakottai—</i>	919	“ R. Panchapakesam
875		<i>T. A. Jr. B. School, Tiruvidaimarudur—</i>
876	920	Sri M. Natarajan
877		<i>Board High School, Idappadi, Salem—</i>
<i>The High School, Tiruvanaikoil—</i>	921	Sri C. Ramaswami
878 Sri K. S. Srinivasaiyer	922	“ M. Muthulakshmi
879 “ C. Srinivasaraghavan		18-B. Chatram Street, Tuticorin-2
880 “ S. V. Srinivasa Sarma		<i>Town High School, Kumbakonam—</i>
881 “ S. Thirumeni	923	Sri K. Venkatarama Iyer
882 “ S. Narayanan	924	“ V. Gopala Ayyar
883 “ K. K. V. Presanna Venkata Chariai	925	“ K. V. Rajagopala Ayyar
884 “ K. R. Srinivasan	926	“ N. Vijayagopalan
885 “ U. Masilamani	927	“ H. Soundaraja Rao
<i>St. Marys Ely. School, Varadarajampattai, Tiruchi—</i>	928	“ S. Viswanatha Ayyar
886 Sri S. A. Hirudayasamy	929	“ A. Lakshminarasimham
887 “ S. Antonisamy	930	“ V. Gopalan
888 “ A. Irudayam	931	“ S. Seshadri
889 “ A. Irudaya Raj	932	“ V. Swaminathan
<i>S. V. V. High School, Varirichettipalayam, Trichi—</i>	933	“ S. Ramakrishnari
890 Sri M. Rangaswami	934	“ S. Krishnamachari
891 “ P. Sundararajan	935	Smit K. Kaveri
892 “ M. A. Somasundaram	936	“ V. Kamala
893 “ L. Dhanapal	937	Sri S. A. Rajagopalan
894 “ K. Natarajan		<i>R. C. School, Vadaveekam, Tiruchi—</i>
895 “ M. Sathasivam	938	
896 “ K. Purushothaman	939	
897 “ P. Chidambaram	940	
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1012 Sri O. R. Kuppan Iyengar
1013 „ K. Doraiswami Iyengar
1014 „ T. G. Srinivasan

M. C. C. School, Madras

1015 Sri C. V. Venkataramana Rao
1016 „ S. R. Sundaresa Sarma
1017 „ P. J. Rajendran
1018 „ R. Padmanaban
1019 „ J. Lakshminarayanan
1020 „ Koshy K. Mathews
1021 „ S. Ramalingam
1022 „
1023 „ S. D. Asirvadam
1024 „ K. Narayanan
1025 „ K. S. Venkataraman

Hindu High School, Triplicane, Madras-5

961 Sri R. Krishnamurthy
962 „ V. N. Raghavachariar
963 „ R. Jagannathan
964 „ V. G. Seshadri
965 „ S. Raja Rao
966 „ T. M. Kuppu Rao
967 „ D. Ramanujam
968 „ V. Janakiraman
969 „ S. D. Krishnamurthi Rao
970 „ B. N. Srinivasa Rao
971 „ V. S. Seshadri
972 „ V. Bhavaraghavan
973 „ T. V. Rajagopalan
974 „ K. A. Manavalan
975 „ K. S. Vadadachary
976 „ V. Ramaswamy
977 „ A. L. Subramanian
978 „ R. Krishna Rao
979 „ M. Ramanathan
980 „ S. T. Bahashyam Iyengar
981 „ K. Gopalachari
982 „ B. Krishnamurthy
983 „ S. Rajamani
984 „ J. Rajagopalan
985 „ G. Sundararaman
986 „ G. Krishnamachari
987 „ R. Srinivasan
988 „ T. R. Rajagopalan
989 „ V. Vardachari
990 „ T. V. Subramania Iyer
991 „ C. Narahari Rao
992 „ G. S. Rangaswami Iyengar
993 „ E. S. Santhanam
994 „ P. R. Venkataraman
995 „ R. V. Vaidyalingam
996 „ A. B. Vasudevan
997 „ S. Veera Raghavan
998 „ M. Srinivasa Iyengar
999 „ S. Venkataraman
1000 „ K. S. Nagasubramanyam
1001 „ K. V. S. Sarma
1002 „ V. G. Rangachari
1003 „ T. S. Vaidyanatha Iyer
1004 „ S. Swaminathan
1005 „ T. S. Rajagopalan
1006 „ K. Venkata Subbiah
1007 „ R. Venkataraman
1008 „ K. R. Gopalachakravarthi
1009 „ N. S. Raghunathan
1010 „ S. Nagarajan
1011 „ N. S. Theagaraja Sarma

P. S. High School, Madras—

1026 Sri A. K. Sitaraman
1027 „ T. V. Ramamurthi
1028 „ V. G. Gokulapala Sarma
1029 „ M. R. Arunachalam
1030 „ P. V. Ramaswamy
1031 „ R. Sitaraman
1032 „ S. T. Srinivasan
1033 „ C. Krishnaswami
1034 „ G. K. Narayanan
1035 „ A. V. Subramanian
1036 „ P. S. Ramasubban
1037 „ K. S. Manicaratnam
1038 „ M. Natarajan
1039 „ V. N. Sankaran
1040 „ R. Natesan
1041 „ T. Radhakrishnan
1042 „ M. N. Muthu Kumaran
1043 „ S. V. Lakshmanan
1044 „ E. Ramabadrachariar
1045 „ T. R. Srinivasan
1046 „ M. R. Shanmugasundaram
1047 „ J. S. Krishna
1048 „ R. Krishna Rao
1049 „ K. S. Gopalaratnam
1050 „ R. L. Narasimhan
1051 „ P. S. Ramachandran
1052 „ V. Meenakshisundaram
1053 „ K. Jayaraman
1054 „ C. Ekambaram
1055 „ V. Sathanjeevi
1056 „ V. Ramakrishna Sarma
1057 „ G. Swaminathan
1058 „ A. S. Shanmugasundaran
1059 „ N. Pranartharthi Haran
1060 „ N. Devarajan
1061 „ M. S. Krishnamurthi
1062 „ C. Krishnamurthi
1063 „ S. Kolandaivelu
1064 „ M. T. Dandapani
1065 „ S. Sampath
1066 „ H. Mohankrishnan
1067 „ S. Venkataraman
1068 „ G. Krishnamurthi

Kelletti High School, Madras-5—

1069 Sri M. R. Vachikkovan
1070 „ R. Balasubramanyam
1071 „ C. V. Ramadurai
1972 „ T. N. Venugopal
1073 „ H. S. Ananthapadmanaba Sastri

1074	Sri B. Victor	1126	Sri S. Sivamani
1075	" S. Panchapagesam	1127	P. S. High School Madras-4
1076	" G. K. S. Balasubramanyam		" S. Rajaraman, B.A., L.T., 2, Bhaskarapuram, Mylapore
T. T. V. High School, Madras—			
1077	Sri N. Shanmugam		Board High School, Papanasam—
Singaram Pillai Ely. School, Madras—		1128	
1078	Sri T. Veeraswamy	1129	
1079	Kum V. Brahannayaki	1130	
Chintadripet Primary School, Madras—		1131	
1080	Smt. K. Gnanambal	1132	
Madras Progressive Union High School, Madras—		1133	
1081	Sri V. Theagarajan	1134	
Shri A. G. Jain High School, Madras—		1135	
1082	Sri T. Krishnamachary	1136	
1083	" K. S. Sukavanam	1137	
E. L. M. F. Hight School, Madras—			A. C. High School, Tallakulam, Madurat—
1084	Sri K. S. Swaminathan	1140	
1085	" S. Paul Amirthadoss	1141	
1086	" S. Seshadri	1142	
1087	" P. George Paul Pandian	1143	
1088	" J. Gnanasundaram	1144	
1089	" D. Jeevanandham	1145	
1090	" Flix Christian	1146	
1091	" D. A. Hudson	1147	
1092	" S. Daniel Ratnaik	1148	
1093	" G. N. Dorairaj		S. M. S. School, Karaikudi—
1094	" T. P. Narasimhamurthi	1140	
1095	" D. Jayaraj	1141	
1096	" C. Paulson Sahayam	1142	
1097	" M. Doraiswami	1143	
1098	" G. Doss	1144	
1099	" R. Vasudevan	1145	
1100	" T. S. Tholasingam	1146	
1101	" S. Abraham	1147	
1102	Gabriel	1148	
1102(a)	" A. S. Daniel		St. Mary Hr. Ely. School, Thennur—
1103	" S. Natarajan	1149	Sri M. Elias
	3, Thiruvengadam St., Madras-28	1150	" K. Adaikalaswamy
1104	" G. Krishnamurthi	1151	" S. Irudaya
	29-E, Lloyds Rd., Madras-14	1152	" D. Dharmarayar
1105	" P. V. Krishnamurthy, 20, Sadayappa	1153	" S. Periyanayagam
	Mudali Street, Madras-15.	1154	" S. Rajapillai
1106	" Saraswati Srinivasan	1155	" A. Lourduswami
	Rajah Muthiah Girls H. School,	1156	" R. Louis
	Madras-28	1157	" M. Antoniswamy
		1158	" A. Stanislaus
		1159	" S. Antoniswamy
		1160	" S. Santhanasmwamy
		1161	" A. Periyanayakaswamy
		1162	Sr. Erimina Mary
		1163	" Adaikala Mary
		1164	Sr. Tamiria Mary
		1165	Sr. Nanogari Mary
			St. Philomena's Hr. Ely. School, Kumbakonam—
		1166	Sr. Pauline
		1167	P. Sathyabama
		1168	Sr. Auscilia Mary
		1169	I. Lourdu Mary
		1170	Sr. Lourdes Mary
		1171	P. Amalorpawam
		1172	S. Chandrakantham
		1173	R. Baby Saroja
		1174	T. Kulandaiammal
		1175	T. Anasthas
		1176	N. Vijayal
		1177	R. Donny Josoline Mary
		1178	S. Dhanam
			R. C. School, C. Namiandal—
1122		1179	Sri A. Kuppusamy
1123		1180	" Y. S. Inniah
1124			
1125	" N. Padmanabhan		
	26, Sundareswara St., Madras-4		

<i>R. C. Aided Ely School, Tiruchi—</i>	1196 Sr. Matcha Mary
1181 Sri M. Pancrass	1197 " Florida Mary
1182 " A. P. Opisthal	1198 " Maxima Mary
1183 " A. Kanickai	
<i>N. C. B. Ayam Hr. Ely. School, Tiruchi-2—</i>	<i>Bharathi Vidyalaya High School, Salem-5</i>
1184 Srimathi R. Chellammal	1199
1185 Sri V. S. Krishnamurthi	1200
1186 Sr. Odielya	
1187 " Himbline	
<i>St. Mary's Hr. Ely. School, Periyavarsily, Tiruchi—</i>	<i>St. Peter's R. C. Hr. Ely. School, Oiagalur—</i>
1188 Sri R. Rayappan	1201
1189 " G. Adaikalaswamy	1202
1190 " D. Devasagayam	1203
1191 " A. Joseph	1204
1192 " E. S. Arokiaswamy	1205
1193 D. Kamalam	1206
1194 Sri A. Chinnappan	1207
1195 Sr. Bathilda Mary	1208
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TAMILIAN TEACHERS' VISIT

A party of about 35 Tamilian teachers working in the National Type Primary Schools of Negeri Sembilan, Malaya, came to Madras on an excursion to some places of interest in South India. On their arrival at the Madras Harbour, the members of the party were received by representatives of the S.I.T.U. and the Madras Teachers' Guild and were lodged in the Union's premises at Raja Annamalaiapuram. During their short excursion in the South, the members were warmly received by representatives of the various district guilds and were given all the possible facilities for boarding and lodging as well as for a comfortable journey. After their return to Madras, on the eve of their departure homeward, the S.I.T.U. gave them a reception at the Hindu High School, Triplicane on 10-1-64. Sri T. S. Rajagopalan, Secretary, welcomed the party commending highly their work for the Tamils in the distant east. Principal

R. Krishnamurthi, Sri V. Arunajatai, Smt. Saraswathi Srinivasan, Sri N. Shanmugam and others offered their felicitations to the members of the party and wished them *bon voyage*. Sri A. Velayudam, leader of the party, thanked the S.I.T.U. and the members gathered at the reception and explained how the Tamilian teachers were working in Malaya and their love and goodwill to the citizens of their ancient motherland. He said that all sections of society were enjoying an equal status in Malaya and the Tamilians, who still had the same manners and customs as those in South India, were yet moving on friendly terms with the natives and the Chinese. He welcomed members of the teachers' organisations in India to their homeland and added that the members of the party would ever preserve contact with the teachers of South India.

OUR BOOKSHELF

SCIENCE FROM THE BEGINNING :

Teachers' Book 4: By Hampson & Evans. Price 18s. (Oliver & Boyd).

The aim of this book is to give teachers the support they need in stimulating in junior students the curiosity about the world around them and in satisfying them. There are thirty-six lessons, each one corresponding to a double-page section in Pupils' Book 4. Each of these lessons is divided into five parts :

1. Demonstration material.
2. Sample link questions.
3. Relevant information.
4. Codes (collection, observation, demonstration, experiment).
5. Note-book work.

TIME FOR SUMS : Book IV : By Elizabeth Bailey. Price 3s. 6d.; 5s. 6d. and 9d. (Oliver and Boyd).

With Sum cards AA to AL and Answer pamphlet. Very simple exercises on Addition, Subtraction, Multiplication and Division. Suitable for children of age group 6 to 8.

HAPPY VENTURE WORK BOOK 3 :
By Schonell. Price 1s. 9d. By Oliver and Boyd.

This book is intended for use with Happy Venture Reader Three (*growing up*).

The purpose of this book, claimed, is

- (a) to strengthen the learning of new words through a variety of exercises ;

- (b) to use tracing and writing words and sentences as a supplement to learning through seeing and saying ;
- (c) to develop understanding of what is read by comprehension exercises and
- (d) to give pupils increased practice in writing short, simple answers.

Receipt of the following publications is thankfully acknowledged :

1. Commonwealth Today, No. 105 — featuring Kenya's Independence.
2. Higher Education & Research in the Netherlands — Vol. VII, No. 3/4, 1963.
3. Educator — a monthly journal of the Anantapur Dt. Teachers' Guild, Vol. I, Part I, February 1964. (Editor : T. Bheemasesha Rao).
4. Nithilakkuviyal (Pongal Number of Manavar Manram, Madras-1)
5. Analyst (Published in Rome, Italy by the Centre for Labour and Social Studies).
6. A Pictorial Biography of J. F. Kennedy.
7. A View of Communist China — Address by Roger H. Kamany, U.S.A.